



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 06/22/2021

King Elementary

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School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
King Elementary	39686766042568	Ver 1 – 05/27/2020 Ver 2 – 05/12/2021	Ver 1 – 05/27/2020 Ver 2 – 05/28/2020	Ver 1 – 07/28/2020 Ver 2 – 06/22/2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

King Elementary is implementing a Schoolwide Program.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

King Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

King Elementary developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. King School consulted with our parents at meetings such as SSC, ELAC, Parent Coffee Hours, and the annual Title I meeting. Students, parents, and staff were also given opportunities to complete surveys regarding input for improving student achievement.

During the School Site Council Meetings beginning in September 2019, members were provided with preliminary SBAC results for the 2019 administration of the assessment. King Elementary preliminary results for all students group was 34% meeting standard for ELA (-39 pts from standard) and 20% for Math (-72 pts from standard). In addition, the percent of students chronically absent moved slightly upward from 11% to 12%. Throughout the year from October to May, members have been analyzing assessment results and making data based decisions for the identified needs of King School students and specific subgroups.

The same school data and information was shared with our ELAC members throughout the year beginning in October 2019. In November, members were surveyed for recommendations on how to improve English Learners student achievement. ELAC members recommended computer programs for students, homework support for students and parents, committee classroom visits, summer school at King school for English Learners, teacher training in creating a positive teaching environment, bilingual assistant support, workshops for parents on computers, Latino Literacy Project, and motivate parents to attend ESL classes. In the January ELAC meeting, an English Learner school wide needs assessment was brought to the committee. Data presented was based on the Winter i-Ready results. A concern that was shared with the parents was that only 11% of our English Learners were on level in ELA and 6% on Math. Vocabulary was a weakness across all grade levels. Suggestions from the committee included additional books to take home, strategies for reading comprehension of higher-level text and math problems, and parent/student math workshops.

LCAP Survey results for King School reflected the recommendation for additional Instructional and Bilingual Assists. Results also reflected more community resources to help parents understand the importance of education and behavior problems.

Survey results for parents of EL students recommended increasing English skills in the area of reading, writing, speaking, and listening. Families also recommended the need for student access to textbooks and learning material related to their culture and language.

To address stakeholder involvement and data reviews for 2018-2019 and for most of the 2019-2020 school years, King Elementary completed a Needs Assessment and Decision Making Model (DMM) from February-April 2020. The DMM and Needs Assessment was shared/reviewed with members during the January-May SSC and ELAC.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is not applicable as King Elementary has not been identified as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) school.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021, King School will decrease the “Distance from Standard” in ELA for all Grades 3-8 students by 5 pts. to -33.8 pts. on the Ca. Dashboard.

By June 2021, King School will decrease the “Distance from Standard” for all English Learners in ELA by 10 pts. to -112.8 pts. from standard. Our Re-classified who were only -10.8 pts. below standard to -5pts on the Ca. Dashboard.

By June 2021, King School's reclassification rate will increase from 15.10% to 25 % based on the Dashboard Data.

By June 2021, 50% of all King School's English Learners making progress towards English will be making progress towards English as based on the Ca. Dashboard.

By June 2021, King School will increase students passing on level reading in grades K-2 so that 75% are passing the benchmark reading passage. Currently 68% in January of 2020 passed their benchmark.

School Goal for Math: (Must be a SMART Goal)

By June 2021, King School will decrease the “Distance from Standard” in Math for all Grades 3-8 students by 5 pts to -67 points on the Ca. Dashboard.

By June 2021, King School will increase Math facts fluency in Grades K-2 so that 90% are passing their basic Math Facts.

Identified Need

- Be sure English Learner data is reviewed and included.

Based on the Ca Dashboard and the Winter i-Ready ELA data (Winter 2019 i-Ready and Spring 2019 SBAC), our English learners who were not reclassified are struggling. That currently accounts for 158 students in Grades 3-8 on the dashboard. Our reclassified students did quite well (201 students) are only 10.8 pts from meeting standard.

The ELA Domain Strengths and Challenges for most grades where similar. Strengths included: Phonemic Awareness, Phonics, High Frequency words

Challenges included: Vocabulary, Literature/Informative Comprehension

English Learners continued to struggle on i-Ready with only 6% on level. School wide weaknesses included Algebra and Geometry.

EL Progress

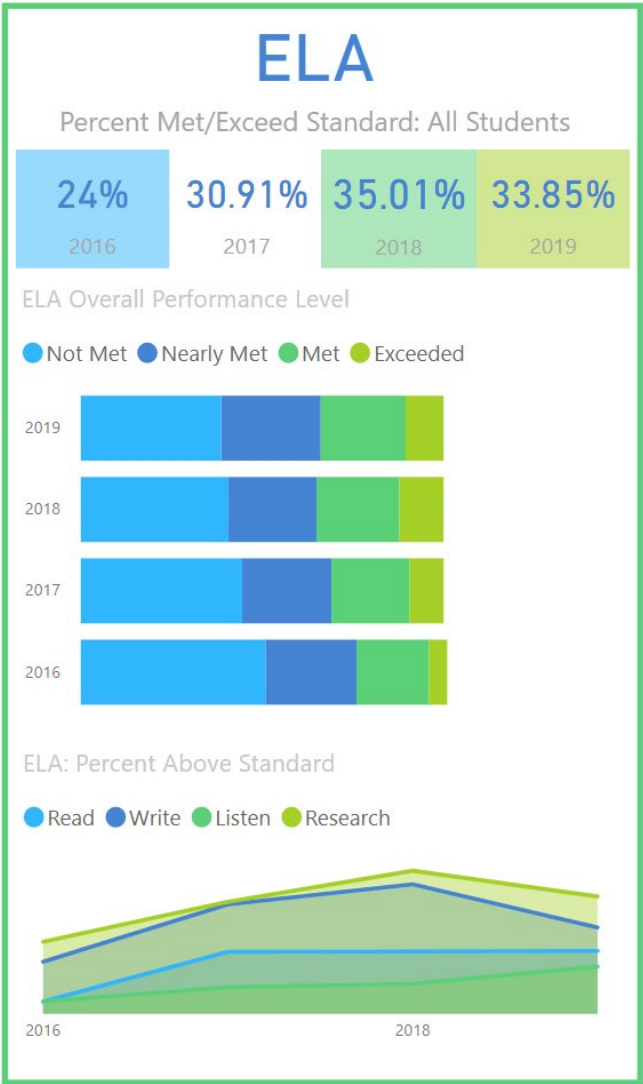
Reclassification rate 15% for 2019, 18%=80 for 2018

20%=94 for 2017

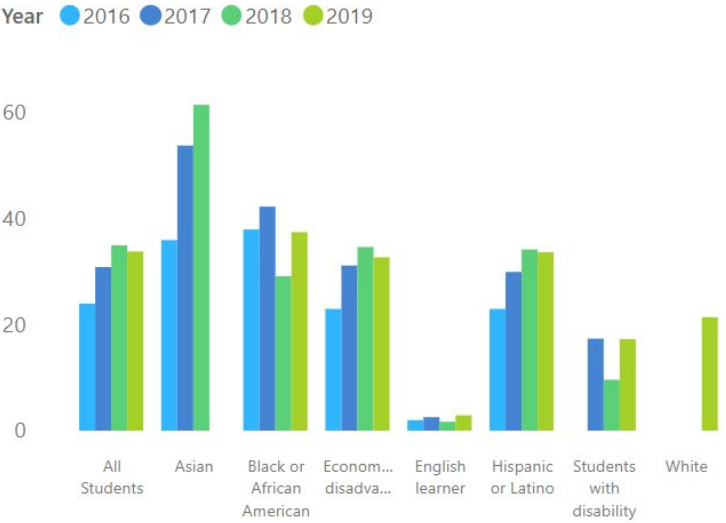
Math:

King School Math scores dipped slightly in the Spring of 2019 based on SBAC from 23% to 20%.

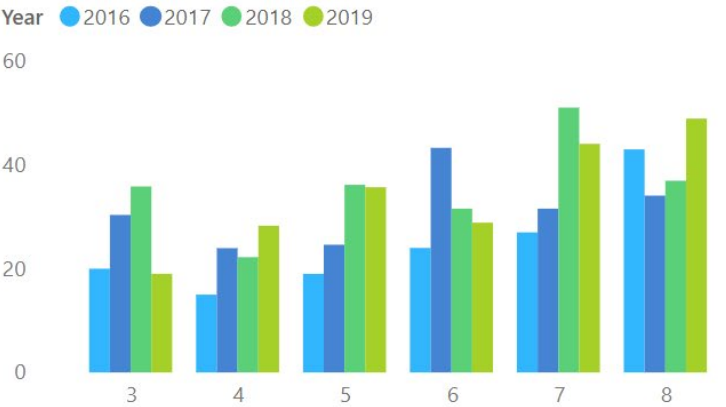
i-Ready scores showed only 25% were on track or on level for the Winter Assessment.



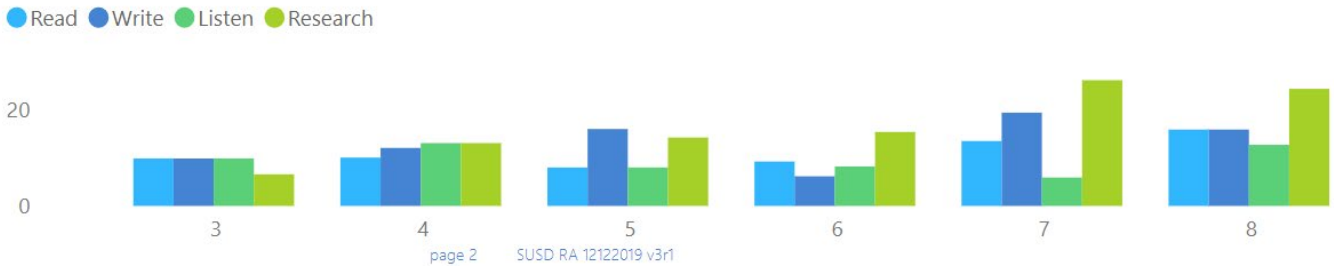
ELA CAASPP: Percent Met/Exceed Standard

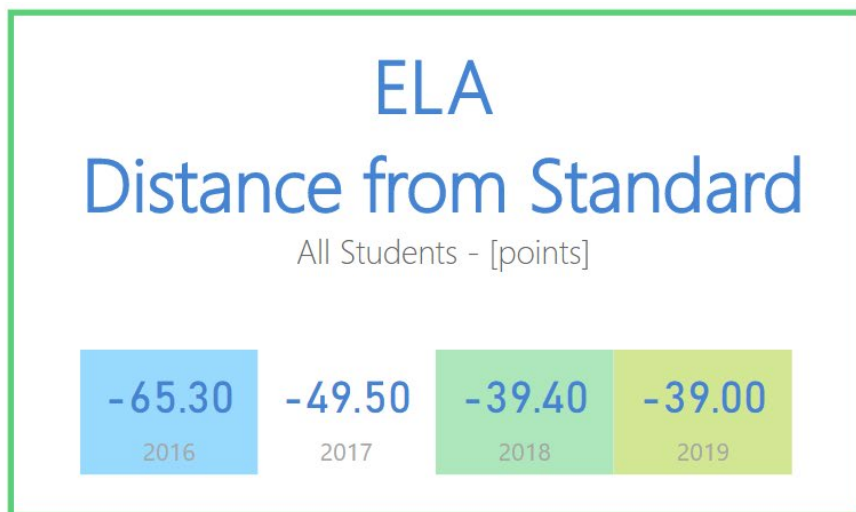


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



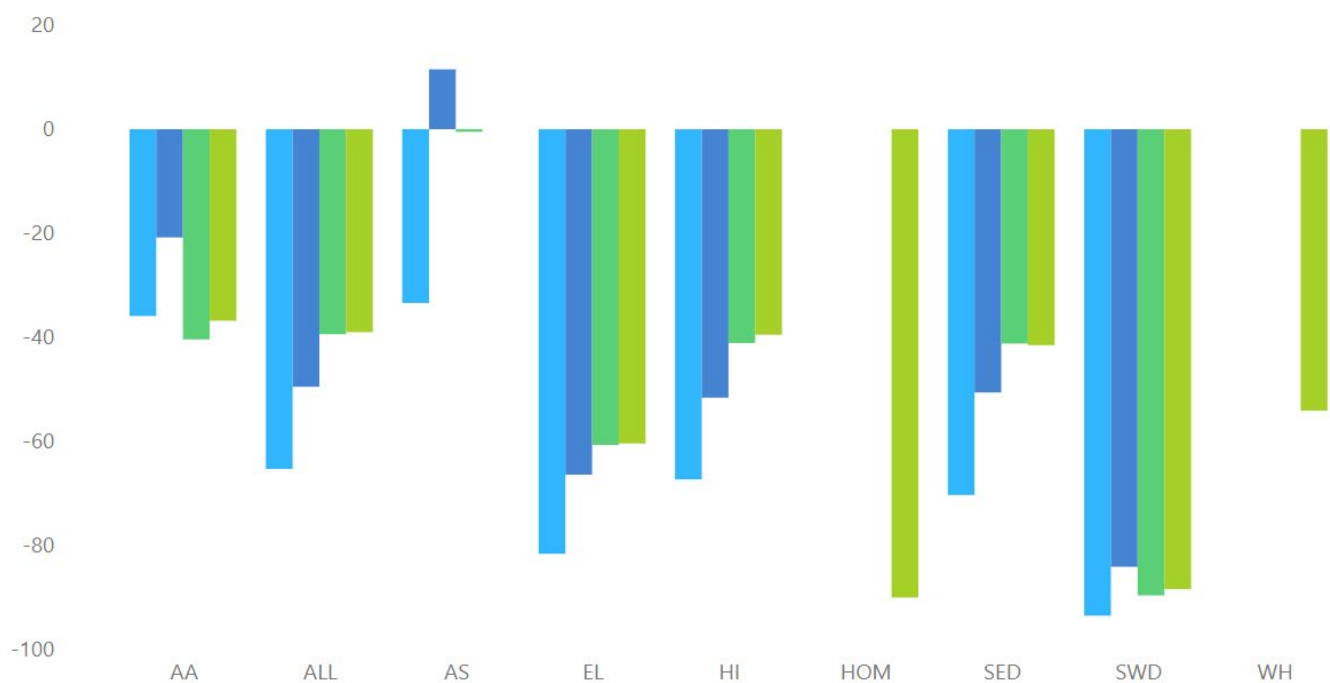
2019 Prelim ELA CAASPP: Area - Percent Above Standard



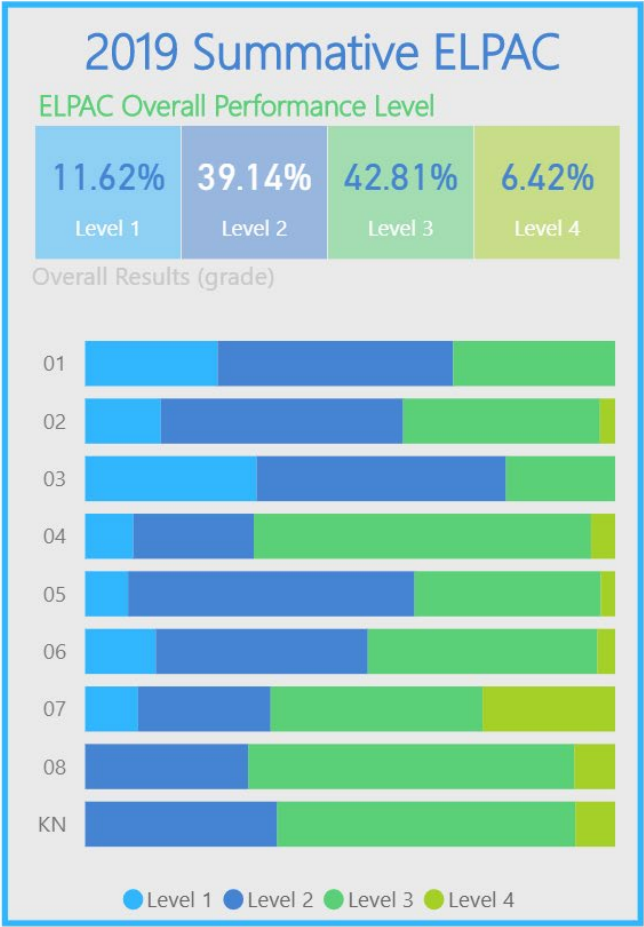


ELA Distance from Standard [points]

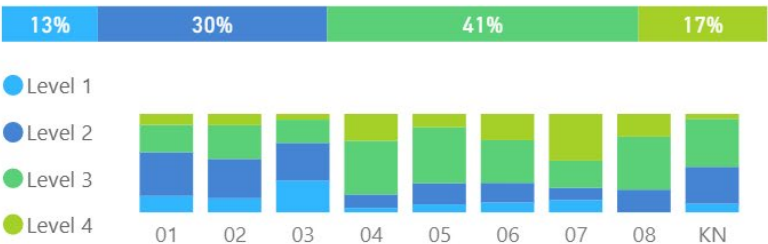
Year ● 2016 ● 2017 ● 2018 ● 2019



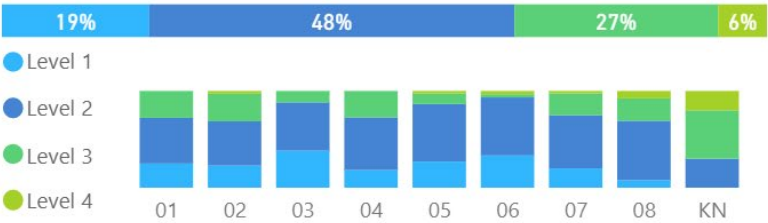
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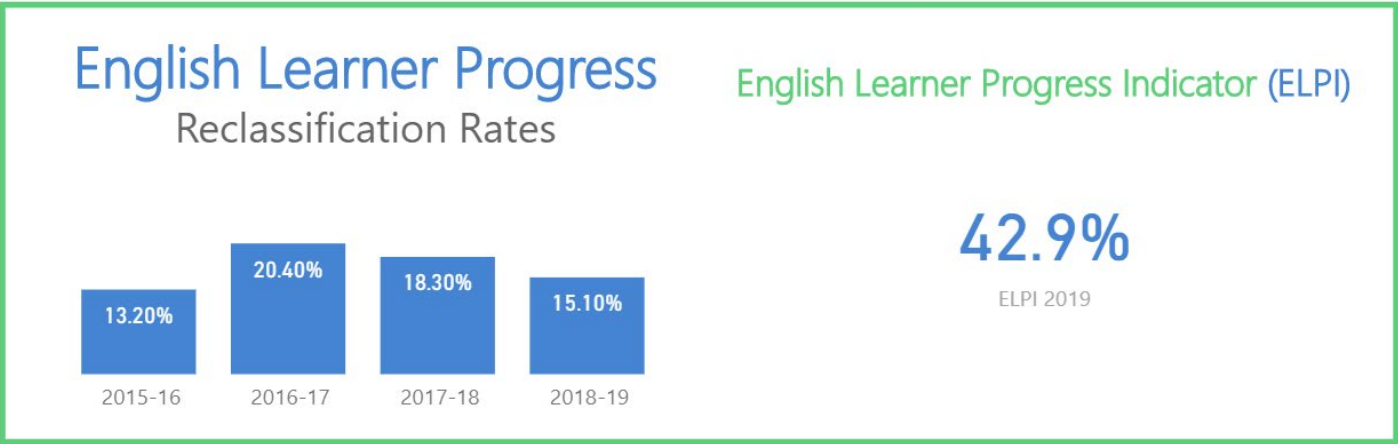
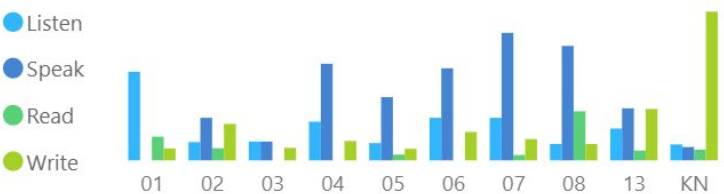
Oral Language Overall Performance Level

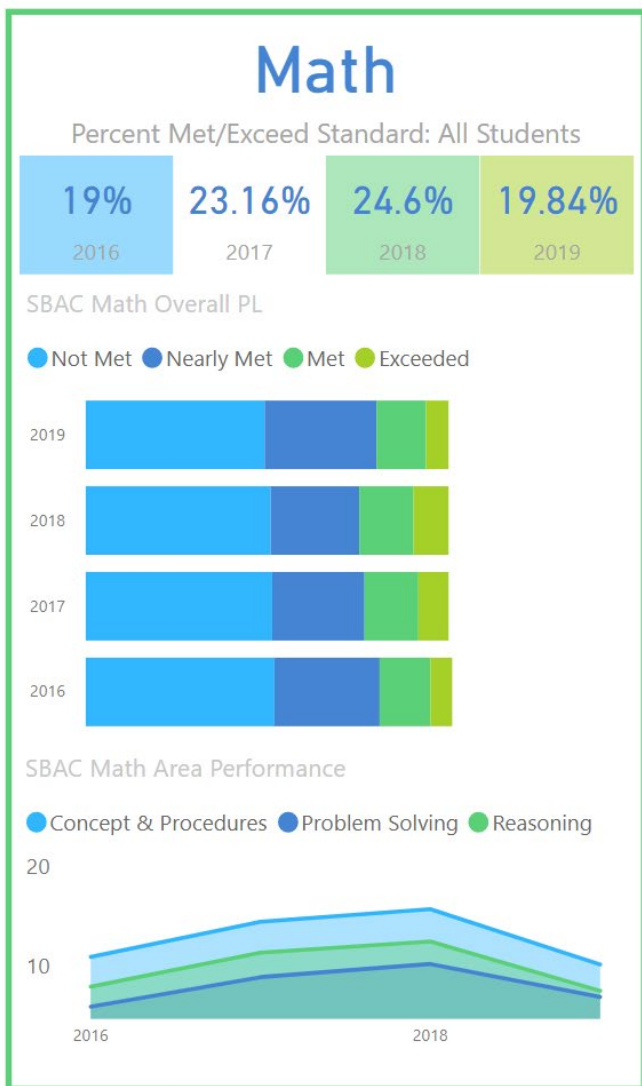


Written Language Overall Performance Level

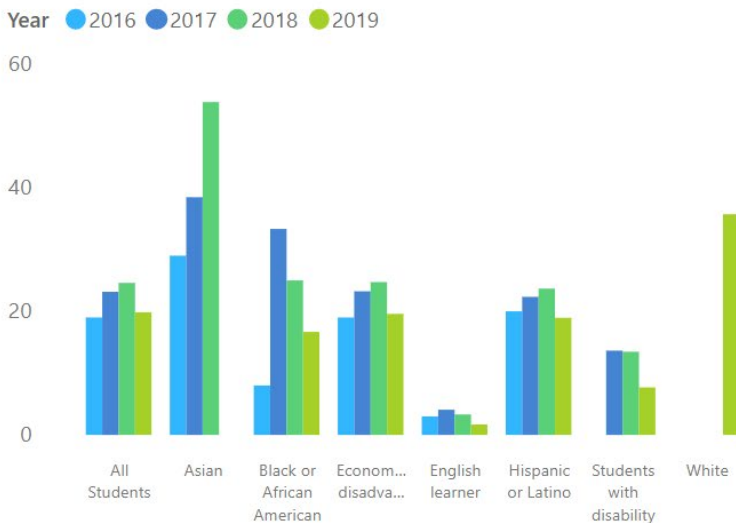


Performance Area: Percent Well Developed

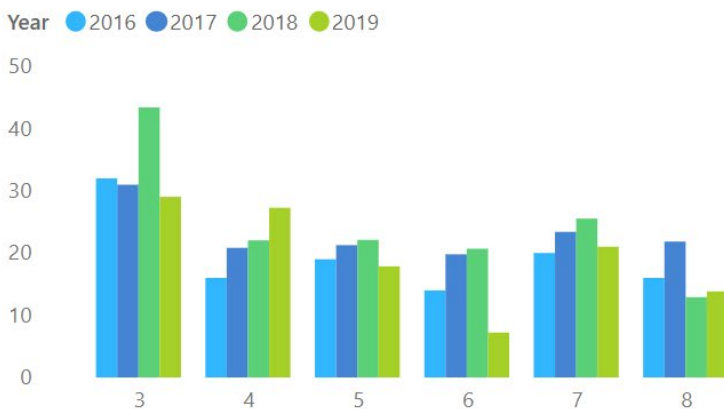




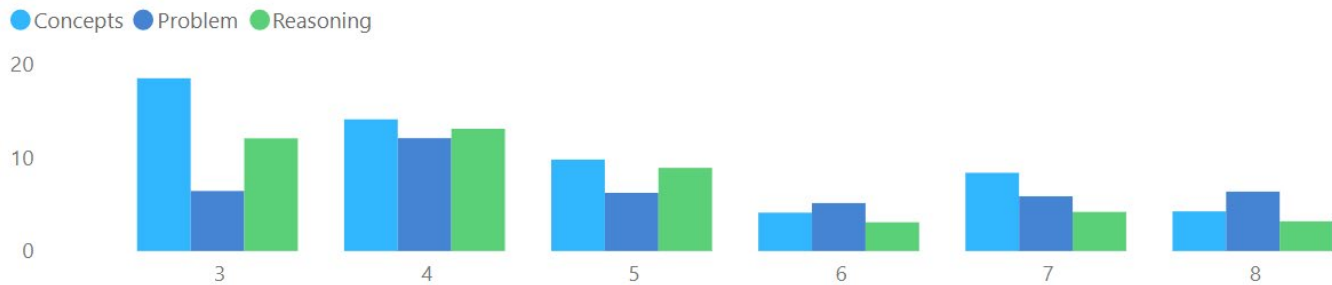
Math CAASPP: Percent Met/Exceed Standard

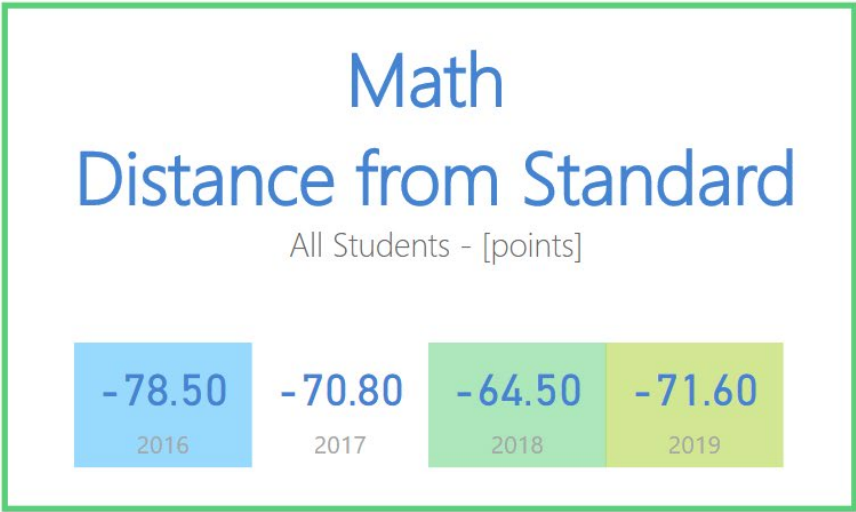


Math CAASPP: Percent Met/Exceed Standard by Grade Level

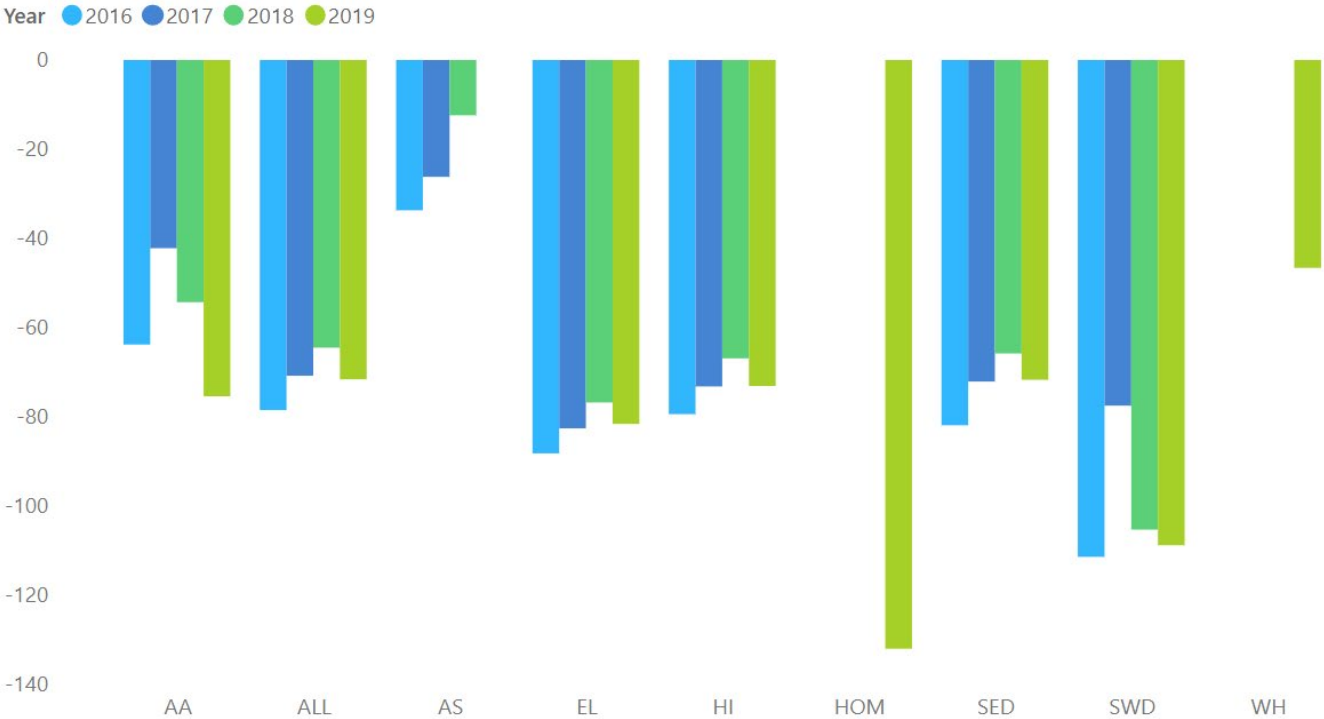


2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

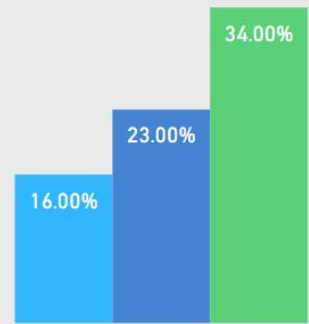
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

Year 2016 2017 2018



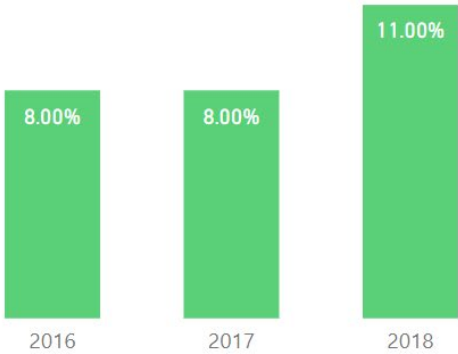
Percent Met Mathematics
Benchmark

Year 2016 2017 2018



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Percent Met ERW &
Math Benchmark



Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-38.5 points below standard	-28.5 points below standard
SBAC (2019)	35%	45%
i-Ready Assessments	32%	42%
IRI/Informal Inventory		

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-71.6 points below standard	-61.6 points below standard
i-Ready Assessments (Met Standards) (Winter)	25%	35%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Writing is an intricate part of college and career ready. With the belief that there is a reciprocity between reading and writing, King students will learn how to write a variety of text types to respond and connect to their readings and thoughts.

- Teachers and support staff will follow a writing plan that consists of writing benchmarks for Common Core Text Types at each grade level.
- Students will write daily and participate in On-Demand writing benchmark prompts each Trimester.
- Teachers will calibrate expectations regularly for writing using specific rubrics to score.
- Students will know expectations by rubrics and anchor papers.

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$200	57150	Duplicating
\$1,500	44000	Equipment: Charts, chart maker

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Deepen the AVID school wide implementation where teachers will integrate AVID into their daily lessons to help all students be prepared for higher education. Continue teacher training on AVID WICOR and college & career readiness strategies through Summer Institutes and District Sponsored SI. To support implementation the AVID Coordinators will work with teachers and the Leadership Team who have all been trained in AVID in our annual goals in our AVID plan. Highlights include:

- School-wide organizational expectations matrix for grades 2-8
- School-wide college and career boards for all grades
- School-wide use of Focused Notes
- AVID elective in Middle School
- College Field Trips
- Materials for organization and planning, e.g. binders, pencil pouches, dividers, posters for the strategies, college pennants, college t-shirts.
- 2 AVID coordinators will assist in monitoring and modeling strategies. These are classroom expert teachers.

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$33,451	43110	Supplemental Materials
\$5,000	11500	Additional Comp. for AVID Coordinators
\$10,000	58720	Field Trips – Non-District Transportation
\$15,000	52150	Conferences
\$5,000	58920	Field Trips – District Transportation

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and RFEP students

Strategy/Activity

To accelerate and increase the English fluency of our English Learners, a priority focus on our ELs includes:

Professional development in Designated and Integrated ELD strategies, interventions, after-school tutoring, support staff specifically for ELs, e.g. bilingual paraprofessionals, instructional materials, and monitoring tools. ELAC and SSC recommended increasing Bilingual Aide FTEs. (Due to hiring freeze, the increase will be on hold). King school will be implementing AVID Excel for Middle School Long-term English Learners to accelerate English proficiency and college and career readiness.

Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$3,000	11500	Teacher Additional Comp (Extended Year/After School Programs)
\$10,000	58450	License Agreement: Rosetta Stone

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$3,255	11700	Teacher Substitutes for releasing during PD
\$70,244	21101	.6250 FTE and .4375 FTE Bilingual Assistant (salary and benefits)
\$3,000	52150	Conferences (CABE)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental programs, technology, and Professional Development for teachers on how to use resources effectively e.g. interactive technology and web-based supplemental resources, Accelerated Reader/Reflex Math. Professional development in Google Classroom and extensions that support student learning in and out of the classroom. With COVID-19, we distributed more than 900 Chromebooks to students for at home use. We will need to look to repair or replace some of the technology.

Professional Development, e.g. Google Classroom and extensions, interactive projectors

Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$20,000	58450	License Agreement: Accelerated Reader, Reflex Math
\$20,000	43110	Instructional Materials (Chromebooks, tablets)

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$13,293	43110	Instructional Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Create an efficient system for Interventions that are fluid for students to move between Tiers. Provide materials that support each level the students are at whether it is Math or Reading. An intervention teacher will work with targeted students at Tier II to accelerate them to “On-level” work. Coaches will coach teachers and staff in Tier I supports.

Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$40,000	43110	Supplemental Materials

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$107,360	12151	Intervention Teacher
\$7,512	11500	Teacher Additional Comp (Extended Day and Year Programs)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will implement a literacy program that incorporates complex text in order to prepare students for college and career ready standards. The library will support this by purchasing books that students find high interest yet are high level.

Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$20,000	43110	Instructional Materials
\$5,000	42000	Books
\$800	57150	Duplicating
\$8,516	56590	Maintenance Agreements

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$53,136	24101	.625 FTE Library Media Assistant

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will provide an equity-based program within their classrooms which aligns the California Content Standards Rigor to their lessons. Teachers will participate in CCSR professional development and equitable practices. Our ELA and Math Coaches will assist in the onsite PD. Teachers will also work in vertical teams to create coherent learning experiences across the school.

Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$5,000	11700	Substitutes for onsite PD

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Preschool and Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.
- *Build pre-tech skills with tablets

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity 8

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Middle School Grades 6-8

Strategy/Activity

Project Lead the Way will expose students to STEM Careers and skills. Opportunities for students and teachers to integrate science into the content.

Proposed Expenditures for this Strategy/Activity 9

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

- 1.1 The teachers met in PLCs to create prompts for genres, score papers, calibrate, and create next steps based on results.
- 1.2 Additional teachers were added to the AVID cohort. They attended training in November and the Summer Institute. Grade levels that have participated in the training included K, 4, 5, 6, 7, and 8. Focus was on organizational binders, college and career, growth mindset, and notetaking, and reading strategies. Instructional Coach assisted with implementing strategies.
- 1.3 Professional Development in GLAD training, strategies for English Learners, were attended by 2nd grade teachers and the Instructional Coach. Very few were able to attend the ELD Institute. The Program Specialist provided training explaining the diff. between Designated/Integrated Strategies.
- 1.4 Instructional Coach worked 1:1 with teachers to implement GLAD strategies (joint construction, observation charts, inquiry charts, process grids). With Intermediate teachers. 2 Bilingual Aides were hired who met with Level 1 and 2 language proficiency students.
- 1.5 Purchasing of technology to enhance the learning experiences and engage students more in depth. Purchased interactive projectors, supplemental math (Reflex and Eureka).
- 1.6 Summer school was provided.

Effectiveness

- 1.1 The overall feedback was that there was an improvement in student writing. Based on rubrics more students scored in the 3 and 4 range. Based on 2017-18 SBAC for grades 3-8. 17% of students were above standard and 40% were near standard. That was the largest claim other than research and inquiry.
- 1.2 The teachers were using the organizational tools and teaching the notetaking. All classrooms in K-8 are on board.
- 1.3 Based on Instructional Walks, PD in ELD integrated and designated strategies are still needed. Limited postings of the ELD objectives. Academic language and sentence starters are needed. Coaching was effective based on GLAD strategies implemented as witnessed during classroom visits. Bilingual aide support was effective based on growth of our Level 1 and 2 students in English Proficiency. However, the reclassification rate dropped to 15%.
- 1.4 The AR and Math technology measuring fluency and comprehension did not show a huge impact on student achievement. Students meeting ELA standard for Spring of 2019 on SBAC was 34% remaining the same. Students meeting standard on math school-wide was 20% on Spring 2019 SBAC dropping 4%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

- 1.1 Teachers have a more calibrated and systematic writing expectations. It was vertical teamed as well. We had to use staff meetings to work on this strategy.
- 1.2 A heightened awareness for College and Career Readiness. All teachers created a college wall. Additional field trips to colleges by 6th grade, 7th grade, and 8th grade.
- 1.3 We increased incentives and celebrations for students meeting goals. Additional reading genres were purchased. Asked for recommendation of books for the library.
- 1.4 Standards aligned materials to meet the rigor of the standards are needed.
- 1.5 Interactive projectors were not installed therefore delaying PD in how to use.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

- 1.1 We are continuing the strategy for this year. Vertical Teams will score writing.
- 1.2 Use of AVID rubrics will help everyone stay on track. Continuing of training additional teachers is needed. Need to be consistent in meeting with AVID Leadership Site Team. Add the AVID elective. Clarify and develop a system for Tier I, II, III interventions. Differentiated Instruction Professional Development is also needed. We also plan to add AVID Coordinators for the 2019-20 school year.
- 1.3 Provide PD from the Language Development office for the Integrated and Designated ELD strategies. Lesson Studies. Matching ELD standards to Language Proficiency. Student Interventions specifically for English Learners.
- 1.4 Provide PD and workshops in use of the interactive technology. Purchase additional projectors. Only purchased 9 last year.
- 1.5 Set time on calendar for lesson studies and design.

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

King School will maintain or reduce suspension rate from 3% to 2% by June 2021. The largest subgroup being suspended was our Hispanic subgroup with 34 for last school year. This will be measured in synergy.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

King School's Chronic Absenteeism rate for the 2019 school year was 12.85%. Due to Covid-19, our CA rate was at 12.8% on March 13th by June 2021, we will decrease the rate by 3% to 10%.

By June 2021, our chronic absenteeism rate will be decreased by at least 3% from 12.8% to 9.8% as measured by monthly and annual attendance reports.

Identified Need

Suspension – An increase in student population by 100 students has shown to add to the case load of referrals of student with trauma or at risk for academic need.

Data points:

Dashboard Data: Chronic Absenteeism/yellow, Suspension rate/orange,

Suspension days increased to from 40 at the end of 2018 to 77 at the end of 2019. With the close of schools in March of 2020, there should be a decrease in Suspension days. Current report shows 33 days of suspension and 20 students that were suspended out of 1,060 students.

Suspensions data 2016=2% 2017=1% 2018=2% 2019=3%

Referrals-(Based on Synergy) Teachers input referrals into Synergy which increases the number of referrals.

2016-17=347 ref.

2017-18=210 ref.

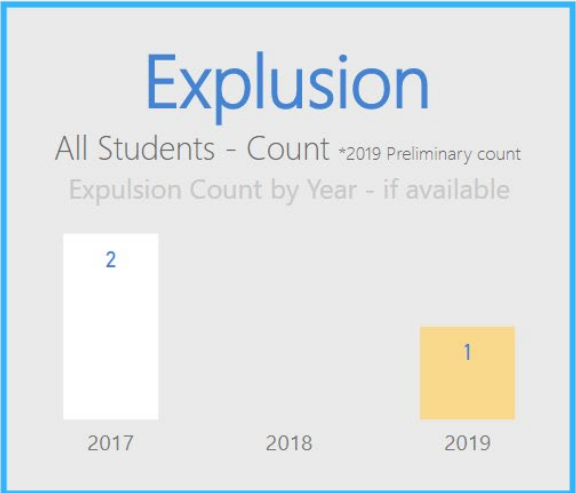
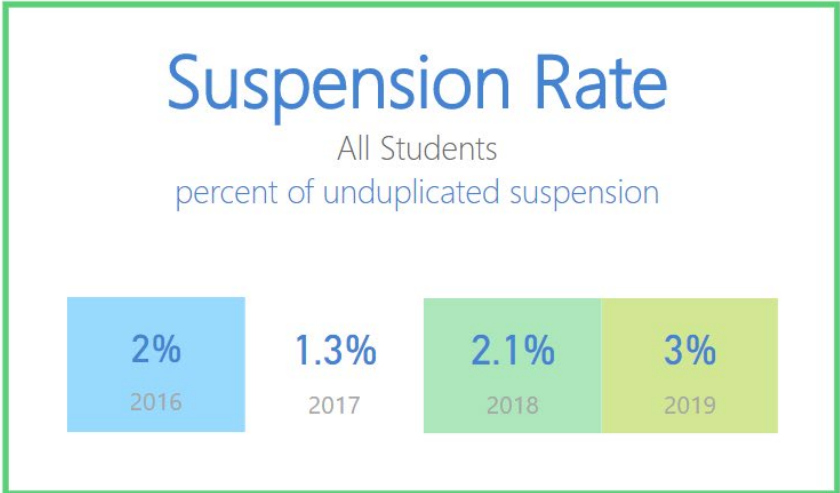
2018-19=291 ref.

2019-20=323 ref.

A need for professional development in restorative justice strategies, proactive classroom management strategies may assist in decreasing the number of referrals students receive for discipline.

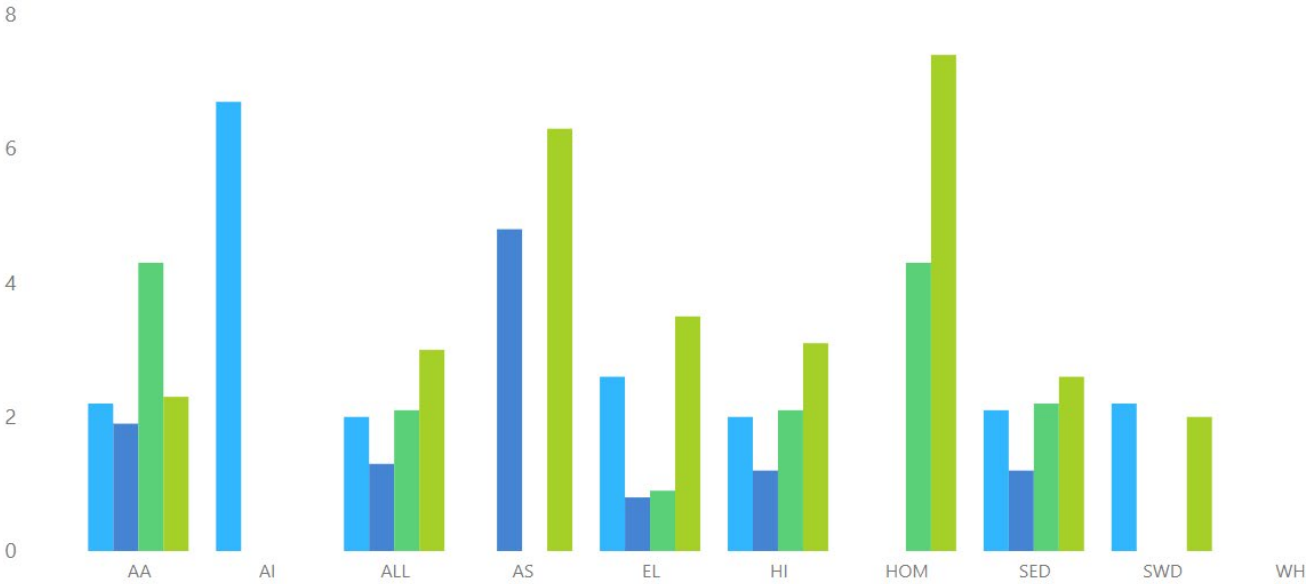
Attendance/Chronic Truancy –

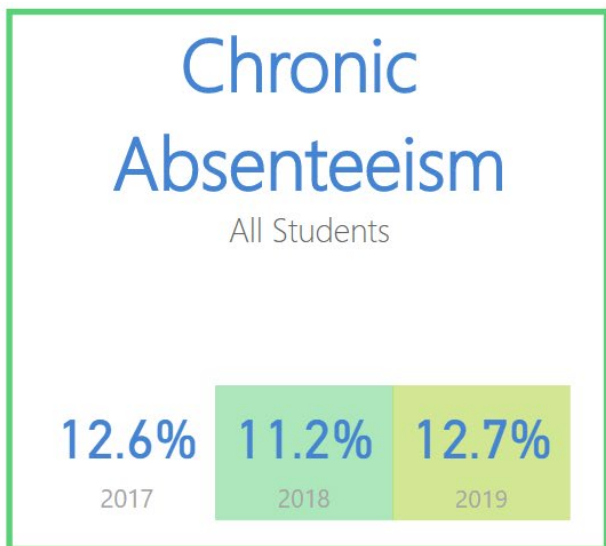
Our Chronic Truancy remained at around 12.85% according to March 19th attendance reports. An increase in student movement may have contributed. There continues to be a need to support our CT students.



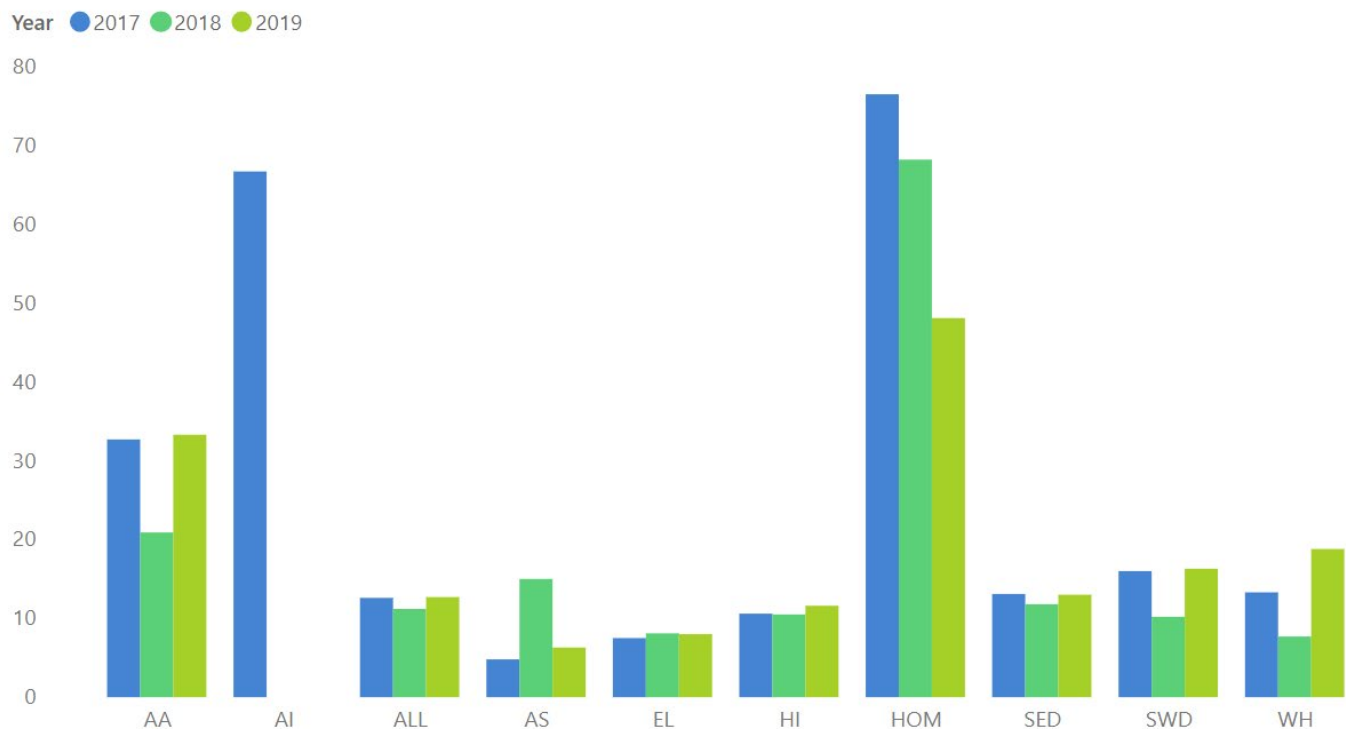
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	3%	2%
Chronic Absenteeism (All Students)	12%	10%

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Committee of staff members coordinate school wide community building activities
- Provide PD on positive interventions
- Incentive programs for behaviors
- Create systems for student safety and movement to meet COVID 19 Guidelines.

*Incentives, prizes, entertainment are not allowable using Title I and site LCFF funds.

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$7,000	43200	Non-Instructional Materials

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$3,000	11500	Teacher Additional Comp for committee

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and targeted Chronic Absent and Tardy students.

Strategy/Activity

Assign mentors to chronically absent students, check in system, parent meetings, and SAP referrals, classroom and individual “Perfect Attendance” program. Purchase charts, stickers, certificates, mentoring games and materials. Increase parent contact through home visits and parent conferences.

*Incentives, prizes, entertainment are not allowable using Title I and site LCFF funds.

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$1,000	43200	Non-Instructional Materials to support Attendance Program

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement structured student engagement activities during non-instructional time including after school to reduce discipline and to build student engagement.

Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$20,000	58320	Consultant – Non-Instructional (YMCA physical fitness activities coach)
\$6,000	11500	Teacher Additional Comp (CHESS Team mentor, Sports and enrichment clubs)
		STEM activities

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The school counselors will train staff on Restorative Justice Practices.

Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	12500	Additional Comp for counselors to train after school.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 A committee is formed. Incentives/Celebrations continued and included: Student of the Month, Leader of the Day, Attendance Raffles Monthly, Cafeteria point system. Teacher Recognitions. TEACH Fridays were implemented monthly where students who had positive behavior and homework completion were able to choose enrichment activities to participate in. School counselors, Assistant Principals, and support staff assisted.

1.2 The Student Assistance Program was revised and matriculated across the school so that all community members are a part of creating and safety net strategies for all students throughout the tiers in RTI. The CARE Team met monthly to review student advocate list. The Program Specialist, attendance clerk, and cabinet pulled lists for perfect attendance. Teachers highlighted monthly their class rosters for those with perfect attendance and classrooms were recognized daily with a star if all students were present. Class incentives and raffle drawings took place. There was a perfect attendance for the year assembly. Meetings were held for K/1 chronic absentee students. Home visits by the community liaison to chronic absentees.

1.3 YMCA provided noon time sports. Game rooms during recess for students to provide an alternative. Music program was offered after school. Chess Club monthly tournaments were decreased due to personnel issues. Our annual drama productions continued to draw student and parent engagement.

1.4 Two counselors and two Assistant Principals were added to the school. All were district funded.

Effectiveness

1.1 Attendance average for the year was 95%. The point system for the cafeteria was not implemented consistently. 5-7 students were recognized daily as Champions during morning announcements. Teach appeared to be effective because of the low numbers in the counseling/social skills groups which averaged 30/560 students needing to go to a social skills group.

1.2 225 students were assigned an advocate to support and assist with finding resources at the Tier I, II, III level. Interventions of counseling were provided (70 students who received counseling or support group). Interventions of Literacy and Math were provided during or after school.

1.3 Suspension data remained low at 2% with a decrease. Based on the school climate data.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Budget for certificates and materials for attendance tracking and behavior tracking.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Budget for after school sports clubs and arts clubs per parent surveys.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

King School will engage in Meaningful Partnerships with all stakeholders (parents, staff, students, and community members) in order to assist students in reaching academic and career goals.

Identified Need

Meaningful Partnerships:

Parent volunteers are low in numbers in classrooms. Parent conferences each trimester are needed. A morning and afternoon community assistant is needed to help bridge families with school and outside resources for basic needs. Parents need assistance in acquiring knowledge of how to help prepare their students for college. Based on the PSAT, few students were ready for college prep courses.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of Parent conferences	60% of students had an actual parent conference.	95%
Parent Events	450/1060 of Parents attending events Back to School Night #189 SST referrals #300 families Education events # 50 Performing Arts #20 Parent volunteers For committees Fundraisers	Increase by 10%. Decrease by 10%. Increase by 10%. Increase by 10%.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide and promote parent activities to encourage participation at school (workshops, trainings, SSC/ELAC/PTO committees, community outreach and classroom support), parent conferences through providing a liaison at the community center (Medical Center, Police dept., etc.) to act as a bridge, seek out outside resources to help families.

Teachers will increase the number of parent conferences to 1 per trimester. Home visits are options for those families that are disconnected.

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$32,891	29101	2 @ .4375 FTE Community Assistant (salary and benefits)
\$10,000	11500	Teacher Additional Comp (Parent Conferences and Home Visits)

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$3,000	52150	Conferences (CABE)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Parent and Student Groups

Strategy/Activity

Increase parent and student engagement through college and career readiness activities, such as college field trips, Avid information & AVID nights, career day to expose students to other possibilities/goals, family nights in literacy and math.

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	57250	Field Trips – District Transportation (Student)
\$5,000	58920	Pupil Fees
\$5,000	11500	Teacher Additional Comp for evening events
\$3,000	43400	Parent Meetings
\$2,250	43200	Non-Instructional Materials

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$3,000	29500	Additional Comp for classified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Parent Center will increase parent education activities through classes such as the Latino Literacy and/or Parent Institute for Quality Education (PIQUE) in order to provide quality parent classes that will assist parents in preparing their children for school success.

Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$10,000	58320	Consultant – Non-Instructional – PIQUE (Parent Institute for Quality Education)

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

1.1 Strategies that were implemented included: Parent center staffed with 1-3.5-hour community assistant. The School Counselor provided PD and meeting topics for parent coffee hour. We worked with the Hispanic Heritage Center for Art and Study of Latino Culture. An onsite Health Clinic provided services to the community. Valley Community Counseling provided a counselor 2 days a week. Parent Activities included: *School Carnival *Open House *Student of the Month Assemblies *Doughnuts for Dad. Committees established with parent participation included: *Parent Teacher Org. *English Learner Advisory Committee *School Site Council

1.2 There was a family literacy/math night, Career Day for Middle School, College field trips included Delta, UOP, San Jose State University. We did not do an AVID night for parents. Each student in middle school researched colleges and presented.

Effectiveness

1.1 Parent Coffee hour classes averaged 20-30 parents weekly in attendance. Each teacher completed 18 hours of parent conferences. At each community event there were over 200 parents each time. The community events were positive and brought together parents, students, and staff. 9 parents volunteered in classrooms. Parents were part of the goal setting during conferences which led to increased achievement.

1.2 The literacy/math night was largely attended with over 200 people. There were 5 speakers for Career Day. Students were engaged. Students dress in college wear on Wednesdays.

1.3 A need for afternoon classes in the parent center arose to increase additional parent involvement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

- 1.1 Add another community assistant to the afternoon to support parent meetings and classes.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$268,608
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$577,408

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$268,608

Subtotal of additional federal funds included for this school: \$268,608

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$308,800

Subtotal of state or local funds included for this school: \$308,8900

Total of federal, state, and/or local funds for this school: \$577,408

Budget Spreadsheet Overview – Title I

KING**Preliminary Budget Allocation - TITLE I****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 263,358
TOTAL BUDGET DISTRIBUTED BELOW	\$ 263,358
TO BE BUDGETED (Should be \$0.)	0

50647	TOTAL ALLOCATION	\$ 5,250
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 5,250
	TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 5,000	\$ 3,000		\$ 15,000		\$ 23,000
11700	Teacher Substitute							\$ -
12151	Counselor				\$ 1,000			\$ 1,000
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant	2-.43750				\$ 32,891		\$ 32,891
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 5,000	\$ 3,000	\$ 1,000	\$ 47,891	\$ -	\$ 56,891
Books & Supplies								
42000	Books		\$ 5,000					\$ 5,000
43110	Instructional Materials		\$ 113,451					\$ 113,451
43200	Non-Instructional Materials				\$ 7,000		\$ 2,250	\$ 9,250
43400	Parent Meeting						\$ 3,000	\$ 3,000
44000	Equipment		\$ 1,500					\$ 1,500
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 119,951	\$ -	\$ 7,000	\$ -	\$ 5,250	\$ 132,201
Services								
57150	Duplicating		\$ 1,000					\$ 1,000
57250	Field Trip-District Trans					\$ 5,000		\$ 5,000
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 8,516					\$ 8,516
56530	Equipment Repair							\$ -
52150	Conference		\$ 15,000					\$ 15,000
58450	License Agreement		\$ 20,000	\$ 10,000				\$ 30,000
58720	Field Trip-Non-District Trans		\$ 10,000					\$ 10,000
58920	Pupil Fees		\$ 5,000			\$ 5,000		\$ 10,000
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 59,516	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ 79,516
GRAND TOTAL			\$ 184,467	\$ 13,000	\$ 8,000	\$ 57,891	\$ 5,250	

Budget Spreadsheet Overview – LCFF

KING

Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 308,800
TOTAL BUDGET DISTRIBUTED BELOW	\$ 308,800
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 7,512	\$ 3,255	\$ 9,000		\$ 19,767
11700	Teacher Substitute		\$ 5,000				\$ 5,000
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist						\$ -
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated	1.0000	\$ 107,360				\$ 107,360
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant	1.5000		\$ 70,244			\$ 70,244
24101	Library Media Clerk	0.6250	\$ 53,136				\$ 53,136
29101	Community Assistant						\$ -
	OTHER Classified					\$ 3,000	\$ 3,000
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 173,008	\$ 73,499	\$ 9,000	\$ 3,000	\$ 258,507
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 13,293				\$ 13,293
43200	Non-Instructional Materials				\$ 1,000		\$ 1,000
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 13,293	\$ -	\$ 1,000	\$ -	\$ 14,293
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference			\$ 3,000		\$ 3,000	\$ 6,000
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional				\$ 20,000	\$ 10,000	\$ 30,000
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ -	\$ 3,000	\$ 20,000	\$ 13,000	\$ 36,000
GRAND TOTAL			\$ 186,301	\$ 76,499	\$ 30,000	\$ 16,000	\$ 308,800

Amendments

Version 2 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

ELA/ELD Smart Goal:

By June 2022, King School will increase all students "on track" to meeting grade level standards by 10% to 38% on i-Ready assessments currently at 28% on Winter i-Ready.

By June 2022, King School will increase all English Learners "on track" to meeting ELA standards by at least 10% to 24.6% on i-Ready assessments currently 14.6% on Winter i-Ready.

By June 2022, King School's reclassification rate will increase from 24.10% (19-20 data) by 10% based on the CA. Dashboard to 34.10%.

By June 2022, 50% of all King School's English Learners will be making progress towards English towards English as based on ELPAC assessment and on the Ca. Dashboard.

By June 2022, King School will increase early readers in grades K-2 "on track" to grade level standards by 10% to 42.5% (currently at 32.5% based on the winter assessment).

School Goal for Math:

By June 2022, King School will increase all students "on level" by 10% increasing to 33% based on Winter i-Ready results, currently at 23%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Update

Writing is an intricate part of college and career ready. With the belief that there is a reciprocity between reading and writing, King students will learn how to write a variety of text types to respond and connect to their readings and thoughts.

- Teachers and support staff will follow a writing plan that consists of writing benchmarks for Common Core Text Types at each grade level.
- Students will write daily and participate in On-Demand writing benchmark prompts each Trimester.
- Teachers will calibrate expectations regularly for writing using specific rubrics to score.
- Students will know expectations by rubrics and anchor papers.

- Alignment of writing genre's to Benchmark Advance and My Perspectives to school writing plan.

Title I Budget to cover:

\$1,500 for a chart maker to create rubric charts. (object code 44000) (LCFF)

\$3,000 for Duplicating (object code 57150)

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
3,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,500	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Teachers will be compensated for attending AVID Summer Institute via AVID XP. We will cover any teacher wanting to attend. The district is paying for the conference. We will pay for the additional compensation for 8 people.

Training attendance 20 hrs. per person.

Post conference collaboration 5 hours per person

40 hrs X \$50 hr. rate=\$1,200 per person X 8=\$16,000 Title I object code-11500.

2021-2022 Strategy Adjustment

Deepen the AVID school wide implementation where teachers will integrate AVID into their daily lessons to help all students be prepared for higher education. Continue teacher training on AVID WICOR and college & career readiness strategies through Summer Institutes and District Sponsored SI. To support implementation, the AVID Coordinators will work with teachers and the Leadership Team who have all been trained in AVID in our annual goals in our AVID plan.

Highlights include:

- School-wide organizational expectations WICOR matrix for grades 2-8
- School-wide college and career boards for all grades
- School-wide use of Focused Notes and charts
- AVID elective in Middle School and AVID EXCEL for LTEL in middle school
- College and Career Field Trips to local colleges/universities (Sacramento, UoP, Stanford, Stanislaus, etc.)
- Materials for organization and planning, e.g. binders, pencil pouches, dividers, posters for the strategies
- 2 AVID coordinators will assist in monitoring and modeling strategies.

These are classroom expert teachers Title I Expenditures include:

Additional Compensation for AVID Coordinators \$5,000 for trainings and planning for training and goal setting activities. (object code 43110)

2 coordinators X 3.5 hours per month X 12 months X \$60 = \$5,040 (Allocating \$5,000)

Books and Supplies \$30,000(object code 11500)

****General supplies are unallowable using State & Federal funds.****

Field trips \$15,000(object code 57250)

Conference or trainings \$17,000 (object code 52150)

10 attendees X \$1,700 = \$17,000

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
5,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
30,000	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
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37,000	5000 Series	Services
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Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
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0	1000 Series	Certificated Personnel Costs (including benefits)
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0	2000 Series	Classified Personnel Costs (including benefits)
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0	4000 Series	Books & Supplies
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0	5000 Series	Services
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Comprehensive Support and Improvement (CSI) Addition:

Not applicable.		
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CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
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0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
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0	2000 Series	Classified Additional Comp (including benefits)
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0	4000 Series	Books & Supplies
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0	5000 Series	Services
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Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.		
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Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

To accelerate and increase the English fluency of our English Learners, a priority focus on our ELs includes: Professional development in Designated and Integrated ELD strategies, interventions, after-school tutoring, support staff specifically for ELs, e.g. bilingual paraprofessionals, instructional materials, and monitoring tools. ELAC and SSC recommended increasing Bilingual Aide FTEs. King school will be implementing AVID Excel elective for Middle School and Long-term English Learners to accelerate English proficiency and college and career readiness

-Providing flexibility due to possible transitions from distance learning, hybrid, and in-person learning.

Title I Extended Year/After School Programs Object Code: 11500 \$3,000

1 teacher X 3 hours per week X 17 weeks X \$60 = \$3,060 (Allocating \$3,000)

Rosetta Stone Object Code: 58450 \$10,000

Teacher Subs Object Code: 11700 \$10,000 LCFF

50 Days X \$200 = \$10,000

Bilingual Aides Object Code 21101 1.063 FTE-\$79,568

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
13,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
10,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
79,568	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Supplemental programs, technology, and Professional Development for teachers on how to use resources effectively e.g. interactive technology and web-based supplemental resources, Accelerated Reader/Reflex Math.

Professional development in Google Classroom and extensions that support student learning in and out of the classroom. With COVID-19, we distributed more than 900 Chromebooks to students for at home use. We will need to look to repair or replace some of the technology. Professional Development, e.g. Google Classroom and extensions, interactive projectors. We did not order any new technology last school year. The district purchased Chromebooks.

Title I Expenditures include:

Accelerated Reader Object Code 58450 \$15,000

Reflex Math Object Code 58450 \$5,000

Chromebooks or Tablets or other supportive interactive media Object Code 43110 \$20,000

****General supplies are unallowable using State & Federal funds.****

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
20,000	4000 Series	Books & Supplies
20,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Create an efficient system for Interventions that are fluid for students to move between Tiers.

Provide materials that support each level the students are at whether it is Math or Reading. An intervention teacher will work with targeted students at Tier II to accelerate them to “On-level” work.

Coaches will coach teachers and staff in Tier I supports to address learning loss due to the pandemic and a yearlong distance learning system, teachers will be offered additional compensation for planning and collaboration around the RTI system. Title I additional funds allocated for additional compensation for teacher planning=\$10,000.

166 hours X \$60 = \$9,960 (Allocating \$10,000)

2021-2022 Strategy Adjustment

Create an efficient system for Interventions that are fluid for students to move between Tiers. Provide materials that support each level the students are at whether it is Math or Reading. An intervention teacher will work with targeted students at Tier II to accelerate them to “On-level” work.

Coaches will coach teachers and staff in Tier I supports. Due to anticipated budget constraints from loss of district ADA, the Intervention Teacher position was deleted for the 2021-22 school year. However, to support the RTI levels, we are planning to add 2- 3.5 hour Instructional Assists (\$54,906 Object Code 21101 Title 1) which can support the primary grades during targeted small groups.

Teachers will collaborate and plan how to provide Response to Intervention.

Possible training from Solution Tree experts would support teachers in their planning (\$10,000 Title 1 Object Code 52150)

Supplemental materials to support RTI (\$20,000 Object Code 43110 Title 1)

Substitutes (Title I- \$5,000 Object code 11700)

25 Days X \$200 = \$5,000

Supplemental Materials LCFF Object Code 43110 \$40,000

****General supplies are unallowable using State & Federal funds.****

Extended Day/Year (10,000 Title 1 Object Code 11500)

4 teachers X 4 hours per day X 5 days X 4 weeks X \$60 = \$19,200 (Allocating \$10,000)

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
10,000	1000 Series	Certificated Personnel Costs (including benefits)
54,096	2000 Series	Classified Personnel Costs (including benefits)
21,500	4000 Series	Books & Supplies
10,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
38,500	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 6

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Teachers will implement a literacy program that incorporates complex text in order to prepare students for college and career ready standards. The library will support this by purchasing books that students find high interest yet are high level. Due to the pandemic shut down. We lost a lot of library books. Additional funds towards library books should be budgeted. Supplemental reading materials are also included. Budget expenditures include:

Title I Materials \$15,000 Object Code 43110

****General supplies are unallowable using State & Federal funds.****

Books \$7,465 Object Code 43110

Maintenance Agreements \$8,600 Object Code 56590 LCFF

.625 FTE Library Media Clerk \$53,399 Object Code 22601 to support library activities. Additional comp if available will allow the library to be opened longer for increased student access.

Instructional Materials \$20,000 Object Code 43110.

****General supplies are unallowable using State & Federal funds.****

2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
25,000	4000 Series	Books & Supplies
8,600	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
53,399	2000 Series	Classified Personnel Costs (including benefits)
20,000	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 7

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Teachers will provide an equity-based program within their classrooms which aligns the California Content Standards Rigor to their lessons. Teachers will participate in CCSR professional development and equitable practices. Our ELA and Math Coaches will assist in the onsite PD.

Teachers will also work in vertical teams to create coherent learning experiences across the school. With additional monies teachers were offered to attend Unbound Ed Institute. Additionally, district personnel that specialize in this area will be allocated funds if teachers want to attend summer trainings in June. Additional monies to Title 1 budget:

\$10,000 for Unbound Ed conference registration and attendees

20 attendee registrations X \$500 = \$10,000

\$5,156 to compensate district trainers for workshops and trainings of King staff.

(85 hours X \$60 = \$5,100 (Allocating \$5,156))

2021-2022 Strategy Adjustment

Teachers will provide an equity-based program within their classrooms which aligns the California Content Standards Rigor to their lessons. Teachers will participate in CCSR professional development and equitable practices. Our ELA and Math Coaches (2 @ .5 FTE Instructional Coaches – Centralized Service) will assist in the onsite PD as well as administration.

Teachers will also work in vertical teams to create coherent learning experiences across the school.

Teachers will have the opportunity to attend Unbound Ed Conference, equity trainings, and post collaboration time. The administrative staff will also work with teachers and coaches in ensuring that teachers use an equity lens in their classrooms.

The administrative staff will work with staff to ensure lessons are high quality standards based lessons preparing students for college and career readiness. Teachers may need instructional materials to support.

Expenditures include:

Title I Teacher substitutes for release time for trainings and lesson design \$10,000 Object Code 11700

50 days X \$200 = \$10,000

Instructional Materials and professional books-\$10,000 Object Code 43110 LCFF

****General supplies are unallowable using State & Federal funds.****

Conferences-Unbound ED \$10,000 Object Code 52150

Additional AP to assist in monitoring programs and implementation - District will pay for .5FTE and King school will pay for .5FTE. Our portion of the salary and benefits is \$91,615 Object code 13201

2021-2022 Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
10,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
91,615	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
10,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 8

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

2021-2022 Proposed Expenditures for this Strategy/Activity 8

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 8

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 9

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

King School is part of the Career Technical Academy. We are in the beginning stages of implementation. We received grant money to assist us in exposing our students to the engineering careers. We will also be expanding the CTE through lessons provided by AMAZON. The grant will fund this strategy. Project Lead the Way will expose students to STEM Careers and skills. Opportunities for students and teachers to integrate science into the content.

2021-2022 Proposed Expenditures for this Strategy/Activity 9

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 10

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Math and Science go hand in hand. Teachers will participate in additional PD in Math and Science. Students will go on virtual field trips to support new learning content. Additional materials and supplies will be budgeted.

Field Trips:

Fog Willow Farms – science based activities for K-3

Historical Museum – history/social studies for 3 grade

Hillmar Cheese Factory – science based activities for 2 grade

Kennedy Gold Mine – history/social studies for 4th grade

Discovery Museum – science based activities for 6th grade

Expenditures could include:

Pupil fees for field trip under Title I-\$6,000 object code 58920 LCFF

Instructional materials and supplies-\$15,000 Object Code 43110

2021-2022 Proposed Expenditures for this Strategy/Activity 10

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
6,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
15,000	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

School Goal for Suspension:

King School will maintain or reduce suspension rate from 1.7 (2020 Dashboard) to 1% by June 2022 on the Ca Dashboard.

(Due to the Pandemic and students in Distance Learning during the 20-21 school year, there were zero suspensions.)

School Goal for Attendance/Chronic Truancy:

King School's Chronic Absenteeism rate for the 2019 school year was 12.85%. Due to Covid-19, our Chronic Absenteeism fluctuated with students not logging into their live or asynchronous instruction. Our chronic absenteeism rate jumped to 19.47 by Mid May 2021.

By June 2022, King School will decrease their absentee rate by 10% for a 9.47% rate as based on the monthly attendance reports.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

A summer group "will work with the PBIS team to create a digital resource guide with the King PBIS materials that will help in training staff. Title I budget

Additional compensation-\$10,000 Object code 11500.

166 hours X \$60 = \$9,960 (Allocating \$10,000)

2021-2022 Strategy Adjustment

King school will have a systematic PBIS (positive, behavioral intervention system). A Committee will meet monthly to evaluate the PBIS program and create trainings for staff working with kids. A priority will be made to rebuild student and school community connections. Additionally, weekly and monthly celebrations will be calendared. Activities that build a family connectedness within academies will also be implemented. A digital guidebook will be created. Supplies and materials will be budgeted.

Expenditures include:

Additional compensation for committee planning LCFF-\$3,000 (object code 11500) Materials and supplies

3 staff X 2 hours X 10 months X \$60 = \$3,600 (Allocating \$3,000)

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
3,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

To increase student engagement and positive attendance. King school needs to address the chronic absent students. The CARE team will assign mentors to chronically absent students and students needing someone to connect with at school. An attendance program to monitor daily, weekly, monthly attendance and recognizes students with improvements will continue. We will increase parent contact through home visits and parent conferences.

Expenditures include:

Title I Home Visits additional comp. \$4,000 11500 object code

5 staff X 1 hours X 12 months X \$60 = \$3,600 (Allocating \$4,000)

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
4,000	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3**2020-2021 Strategy Adjustment**

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Due to the pandemic, we were unable to do any of the lunchtime and after school engagement activities. We did partner with the Mexican Heritage Center and offered art lessons to a few classrooms.

2021-2022 Strategy Adjustment

Implement structured student engagement activities during non-instructional time including after school to reduce discipline and to build student engagement. Anticipated expenditures that will need flexibility include:

LCFF YMCA physical fitness activities coach -Consultancy- \$12,000 LCFF Object code 58100

STEM and enrichment activities-\$3,000 LCFF Object code Teacher additional comp 11500.

1 teacher X 5 hours per week X 10 weeks X \$60 = \$3,000

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
3,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
12,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

The school counselors will train staff on Restorative Justice Practices and mindful learning practices. Counselors will also provide in-service in Xello and A-G requirements. Counselors will train during staff meetings and/or after school. Instructional materials and supplies will be budgeted.

Expenditure

Title I additional comp. \$3,000 11500 object code

1 counselor X 5 hours per week X 10 weeks X \$60 = \$3,000

LCFF Instructional materials and supplies \$2,698 Object code 43110

****General supplies are unallowable using State & Federal funds.****

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
3,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
2,698	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

King School will engage in Meaningful Partnerships with all stakeholders (parents, staff, students, and community members) in order to assist students in reaching academic and career goals.

By June 2022, King School will increase parent coffee hour attendance from an average of 5-7 parents attending to 17-20 parents

By June 2022, King School will increase parent and student family engagement activities to one a month.

By June 2022, King School will increase the number of SSTs and parent conferences by 10%.

(For the 2020 school year, there were 37 SSTs and a little over 600 parent conferences by counselors and teachers.)

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Teachers will provide some June workshops to parents to provide tips to help their students over the summer.

Expenditure- Title 1 Parent training- Additional comp. \$610 11500 object code.

Total Goal 3, Strategy 1 – Title I Parent Involvement funds is \$5,860.

2021-2022 Strategy Adjustment

King School will provide and promote parent activities to encourage participation at school (workshops, trainings, SSC/ELAC/PTO committees, community outreach and classroom support), parent conferences through providing a liaison at the community center (Medical Center, Police dept., etc.) to act as a bridge, seek out outside resources to help families. Teachers will increase the number of parent conferences to 1 per trimester.

Home visits are options for those families that are disconnected.

Proposed Expenditures for this Strategy/Activity:

Title I Community Assistant 1-.4375 FTE \$27,453 object code 22901 for parent outreach and facilitation of parent activities.

Parent conferences and home visits additional comp \$5,000 11500

LCFF CAFE-\$3,000 object code 52150

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
5,000	1000 Series	Certificated Personnel Costs (including benefits)
27,453	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
3,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Increase parent and student engagement through college and career readiness activities, such as college field trips, Avid information & AVID nights, career day to expose students to other possibilities/goals, family nights in literacy and math.

2021-2022 Strategy Adjustment

Increase parent and student engagement through college and career readiness activities, such as college field trips, Avid information & AVID nights, career day to expose students to other possibilities/goals, family nights in literacy and math

Expenditures

Title 1- parent nights additional comp

\$4,646 for certificated OC 11500

\$1,354 for classified staff additional comp. OC 22500

Books and supplies \$2190 OC 43110

Parent meeting expenses 3,000 OC 43400

****General supplies are unallowable using State & Federal funds.****

Field Trips and Pupil Fees (already accounted for under Goal 1)

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
4,646	1000 Series	Certificated Personnel Costs (including benefits)
1,354	2000 Series	Classified Personnel Costs (including benefits)
5,190	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Due to pandemic this did not occur. District provided via Zoom classes.

2021-2022 Strategy Adjustment

The Parent Center will increase parent education activities through classes such as the Latino Literacy and/or Parent Institute for Quality Education (PIQUE) in order to provide quality parent classes that will assist parents in preparing their children for school success.

LCFF Consultant for Parent Institute \$12,000 OC 58320

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
12,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

KING #254

6/25/2020 Jls

INITIAL BUDGET/DATE

REVISED BUDGET/DATE

TITLE I		TOTAL ALLOCATION		\$	314,514	LCFF	TOTAL ALLOCATION		\$	308,800	TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$	5,860															
TOTAL BUDGET DISTRIBUTED BELOW		\$		314,514	TOTAL BUDGET DISTRIBUTED BELOW		\$		308,800	TOTAL BUDGET DISTRIBUTED BELOW		\$		5,860																	
TO BE BUDGETED (Should be \$0.)		0		TO BE BUDGETED (Should be \$0.)			0		TO BE BUDGETED (Should be \$0.)		0																				
Object	Description	ACHIEVEMENT				LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET																
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE			FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS										
Personnel Cost-Including Benefits																															
11500	Teacher - Add Comp (incl benefits)		\$	20,000		\$	8,377		\$	4,000		\$	15,156		\$	9,000		\$	15,000		\$	610		\$	72,143						
11700	Teacher Substitute (incl benefits)						\$	5,000				\$	3,255											\$	8,255						
12151	Intensive Intervention Teacher				1.000		\$	70,894														1.000		\$	70,895						
30000	Statutory Benefits						\$	36,466																							
12500	Counselor-add Comp (incl benefits)											\$	1,000																		
13201	Assistant Principal																							\$	-						
30000	Statutory Benefits																							\$	-						
19101	Program Specialist																							\$	-						
30000	Statutory Benefits																							\$	-						
19500	Prog Spec-Add Comp (incl benefits)																							\$	-						
19101	Instructional Coach																							\$	-						
30000	Statutory Benefits																							\$	-						
19500	Instr Coach-Add Comp (incl benefits)																							\$	-						
21101	Instructional Asst/CAI																							\$	-						
30000	Statutory Benefits																							\$	-						
21500	Inst Asst/CAI -Add Comp(incl benefits)																														
21101	Bilingual Assistant(6250/ 4375)								1.063	\$	39,334											1.063		\$	39,335						
30000	Statutory Benefits									\$	30,910													\$	30,910						
21500	BI Asst-Add Comp (incl benefits)																														
22601	Library Media Assistant				0.625		\$	22,603														0.625		\$	22,604						
30000	Statutory Benefits						\$	30,544																\$	30,544						
22500	Lib Med Asst-Addl Comp (incl benefits)																														
22901	Community Assistant(2@04375)													0.875	\$	30,003						0.875		\$	30,004						
30000	Statutory Benefits														\$	2,888								\$	2,888						
22500	Comm Asst-Add Comp (incl benefits)																														
29101	Parent Liaison																							\$	-						
30000	Statutory Benefits																							\$	-						
29500	classifieds addtl comp																	\$	3,000					\$	3,000						
Sub Total - Personnel/Benefits			\$	20,000		\$	173,884		\$	4,000		\$	73,499		\$	16,156		\$	9,000		\$	47,891		\$	3,000		\$	610		\$	310,578
Books & Supplies																															
42000	Books		\$	7,795		\$	44																		\$	7,839					
43110	Instructional Materials		\$	105,683		\$	12,297																		\$	117,980					
43200	Non-Instructional Materials		\$	1,526		\$	76					\$	7,000		\$	1,000						\$	2,250		\$	11,852					
43400	Parent Meeting																					\$	3,000		\$	3,000					
44000	Equipment		\$	1,500																				\$	1,500						
Sub Total - Books & Supplies			\$	116,504		\$	12,417		\$	-		\$	7,000		\$	1,000		\$	-		\$	-		\$	5,250		\$	142,171			
Services																															
57150	Duplicating		\$	2,000																					\$	2,000					
57250	Field Trip-District Trans														\$	5,000									\$	5,000					
56590	Maintenance Agreement		\$	8,754																					\$	8,754					
52150	Conference		\$	35,000														\$	3,000						\$	38,000					
58450	License Agreement		\$	32,209						\$	3,000														\$	35,209					
58720	Field Trip-Non-District Trans		\$	10,000																					\$	10,000					
58920	Pupil Fees		\$	5,000											\$	5,000									\$	10,000					
58100	Consultants-Instructional																							\$	-						
58320	Consultants-Noninstructional															\$	20,000				\$	10,000			\$	30,000					
Sub Total - Services			\$	92,963		\$	-		\$	-		\$	3,000		\$	-		\$	20,000		\$	10,000		\$	13,000		\$	-		\$	138,963
GRAND TOTAL			\$	229,467		\$	186,301		\$	4,000		\$	76,499		\$	23,156		\$	30,000		\$	57,891		\$	16,000		\$	5,860			

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
KING - 254 - K3
PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION		\$ 314,514		LCFF		TOTAL ALLOCATION		\$ 305,280		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 5,836					
TOTAL BUDGET DISTRIBUTED BELOW		\$ 314,514				TOTAL BUDGET DISTRIBUTED BELOW		\$ 305,280				TOTAL BUDGET DISTRIBUTED BELOW		\$ 5,836							
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0							
Object	Description	ACHIEVEMENT				LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET						
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE			FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS
Personnel Cost-Including Benefits																					
* 11500	Teacher - Add Comp (incl benefits)	0.000	\$ 20,000	0.000		0.000	\$ 3,000	0.000		0.000	\$ 7,000	0.000	\$ 6,000	0.000	\$ 9,646	0.000		0.000	\$ 646	0.000	\$ 46,292
11700	Teacher Substitute (incl benefits)	0.000	\$ 10,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 10,000
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
13201	Assistant Principal (incl benefits)			0.500	\$ 91,615			0.000				0.000				0.000				0.500	\$ 91,615
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
19101	Program Specialist (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Instructional Asst/CAJ (incl benefits)	0.875	\$ 54,906	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.875	\$ 54,906
21500	Inst Asst/CAJ-Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Bilingual Assistant (incl benefits)			0.000				1.063	\$ 79,568			0.000				0.000				1.063	\$ 79,568
21500	BIl Asst-Add Comp (incl benefits)			0.000		0.000		0.000				0.000				0.000				0.000	\$ -
22601	Library Media Assistant (incl benefits)			0.625	\$ 53,399			0.000				0.000				0.000				0.625	\$ 53,399
22500	Lib Med Asst-Addl Comp (incl benefits)			0.000		0.000		0.000				0.000				0.000				0.000	\$ -
22901	Community Assistant (incl benefits)	0.438		0.000		0.000		0.000		0.000		0.000		0.438	\$ 27,453	0.000		0.000		0.875	\$ 27,453
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 1,354	0.000		0.000		0.000	\$ 1,354
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 84,906		\$ 145,014		\$ 3,000		\$ 79,568		\$ 7,000		\$ 6,000		\$ 38,453		\$ -		\$ 646		\$ 364,587
Books & Supplies																					
** 43110	Books/Supplies/Materials (less than \$500 per item)		\$ 64,655		\$ 40,698													\$ 2,190		\$ 46,292	
43400	Parent Meeting																	\$ 3,000		\$ -	
44000	Equipment (\$500 - \$4999.99 per item)		\$ 21,500																	\$ -	
Sub Total - Books & Supplies			\$ 86,155		\$ 40,698		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 5,190		\$ 46,292
Services																					
57150	Duplicating		\$ 5,000																		\$ 46,292
57250	Field Trip-District/Non-District Trans		\$ 15,000																		\$ 10,000
56590	Maintenance Agreement		\$ 9,000																		\$ -
**** 52150	Conference		\$ 20,000		\$ 10,000																\$ -
58450	License Agreement		\$ 20,000				\$ 10,000														\$ -
58920	Pupil Fees		\$ 6,000																		\$ -
***** 58100	Consultants-Instructional/Non-Instructional		\$ 10,000									\$ 12,000			\$ 12,000						\$ -
Sub Total - Services			\$ 85,000		\$ 10,000		\$ 10,000		\$ -		\$ -		\$ 12,000		\$ -		\$ 12,000		\$ -		\$ 54,906
GRAND TOTAL			\$ 256,061		\$ 195,712		\$ 13,000		\$ 79,568		\$ 7,000		\$ 18,000		\$ 38,453		\$ 12,000		\$ 5,836		

Assumptions:

- * State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.
- ** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.
- ***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.
- ****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.
- ***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List

Plan B

LOCATION: K3

KING K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30223861	INTENSIVE INTERVENTION TEACHER	0090	12303010K3	11101	1.0000	1.0000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64167874	LIBRARY MEDIA ASSISTANT	0090	12303024K3	22601	0.6250	1.0000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70505532	COMMUNITY ASST	3010	15067226K3	22901	0.4375	1.0000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70507863	COMMUNITY ASST	3010	15067226K3	22901	0.4375	1.0000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71251882	BILINGUAL ASST/SPANISH	0091	12302010K3	21101	0.6250	1.0000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71251608	BILINGUAL ASST/SPANISH	0091	12302010K3	21101	0.4375	1.0000
TOTALS, THIS LOCATION: 254										3.5625	

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____
 Fund Change for PCN _____ New Fund _____
 Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

POSITION	FTE	ORG KEY & OBJECT
1. Assistant Principal	.5	12303010K3 13201
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

(District to cover the other .5 FTE)

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On 1/20/21 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 21-22 school year.

Site Administrator's Approval: Connie M. Fabra DATE: 1/22/21

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
 Report Location: CDD \ Accounting \ State and Federal
 User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
 Current Time: 04:05:14
 Page #: 20

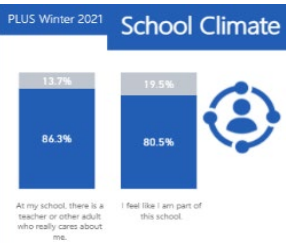
2020-2021 SPSA Evaluation

King 2020-21 School Plan for Student Achievement (SPSA)

Evidence-Based Title I Funded Program Evaluation

Goal 1	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results <small>Continue or discontinue and why?</small>
Student Achievement Data Points: Winter i-Ready ELA-28% were on track to GL Last CAASPP- 33.85% Math-23% were on track to GL Last CAASPP- 19.84% Benchmark Passage rate by grade K 78% 1 51% 2 77% 3 80% 4 84% 5 91% 6 82%	<ul style="list-style-type: none"> School-wide Writing School-wide AVID English Learner Support Programs Technology and Supplemental Programs Interventions Tiers I, II, III including intervention teacher, extended learning opportunities Increase types of text students have access too, e.g. complex informational text Professional Development in Culturally Relevant Teaching and Equity with Rigorous Standards Based classrooms Preschool STEM/CTE 	<p>The monthly writing prompts were helping student writing. We were able to calibrate and used anchor papers for on level samples.</p> <p>We have material to help teach students the writing process.</p> <p>Avid strategies are helping better prepare students for the next grade level, HS, College with strategies. Organization Binder/Time Management/Goal Setting More of our students are college minded. Doing more work in getting students into thinking about colleges and careers. Counselors' lessons with Xello.</p>	<p>Benchmark writing prompts were not preparing students for on demand writing needed for SBAC and College and Career.</p> <p>We have not been able to do the monthly writing due to new curriculum.</p> <p>New teachers need training.</p> <p>Our Intervention teacher was a vacancy and was subject to budget.</p>	<p>Strategy 1: Look at the writing again and align with Benchmark Advance</p> <p>Strategy 2: Keep it and try to get teachers who haven't attended the training to do the training. Parent Ed. About Financial Aid, AVID Night</p> <p>Strategy 3: Keep it the same</p> <p>Strategy 4: Needs to be updated</p> <p>Strategy 5: Hire more intervention teachers</p> <p>Strategy 6: Keep it</p> <p>Strategy 7: Keep it</p> <p>Strategy 8: Keep it and hire more tk teachers if possible. Huge difference with kids who attended tk entering kindergarten</p> <p>Our CTE and STEM coordinator will work with other grade levels to involve them in creating lessons</p>

				that matriculate to the high school CTE programs. We need to plan for unfinished teaching and learning and revamp our RTI model.
--	--	--	--	--

Goal 2	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
<p>School Climate And Student Engagement</p> <p>Data Points Chronic Absenteeism 18.79% Up from 12% due to Distance Learning</p> <p>37 SSTs Held</p> <p>26 CWA Parent Outreach visits 4 Counselor Lead Home Visits</p>  <p>2019 3.0%</p>	<p>PBIS Activities Safety Plan</p> <p>Mentors for Chronic Absentees</p> <p>Student Engagement Activities to reduce suspension, behaviors, and to increase school pride.</p> <p>Counselors training for Restorative Justice Practices</p>	<p>COVID-19 Safety plan was created along with return to school plans and media.</p> <p>Student recognition for positive behavior on campus through Scholar of the Week, Leaders of the Day # of student recognized weekly averaged 30 per week.</p> <p>Counselors did classroom outreach with lessons on social skills and character traits.</p> <p>Noon Duty trainings on using positive corrections with students.</p> <p>YMCA up until COVID</p> <p>Counselors Mindful Mornings</p>	<p>We had a team make phone calls for Chronically Absent Students. However, it did not seem to help.</p> <p>We did not provide the restorative justice practice training this past school year. There was no need due to Distance Learning.</p> <p>Electives and after school activities did not occur this year for 2020-21.</p>	<p>Strategy 1</p> <p>PBIS</p> <ul style="list-style-type: none"> -Positive Intervention PD - Esp. for new teachers -Incentive programs - Allocating time and monitoring to rebuild student/school community connections <p>Strategy 2</p> <p>Keep strategy</p> <ul style="list-style-type: none"> -Cont. using technology to communicate & meet with parents -Keep up with calls to chronically absent students -Ensure Parent and Student enrichment activities are offered monthly.

2020 1.7% 2021 0.0% Suspension Rate		Raffles for academic progress		-Keep up with social media and bulletins for blasting information. Strategy 3 would like to keep the YMCA/CHESS team, etc. extracurricular funding
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Goal 3	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
<p>Meaningful Partnerships</p> <p>Data Points https://341289521-atari-embeds.googleusercontent.com/</p> <p>24 Parent Coffee Hour sessions Held</p> <p>On average 5-7 Parents who participated in PCH virtually each session</p> <p>671 Parent Conferences/Outreach (Via Phone) by Counselors (Does not include Teacher Outreach)</p> <p>20 Parent Meetings Held with Counselors for</p>	<p>Provide and promote parent activities to encourage participation at school (workshops, trainings, SSC/ELAC/PTO committees, community outreach and classroom support), parent conferences through providing a liaison at the community center (Medical Center, Police dept., etc.) to act as a bridge, seek out outside resources to help families. Teachers will increase the number of parent conferences to 1 per trimester. Home visits are options for those families that are disconnected.</p> <p>Increase parent and student engagement through college and career readiness activities, such as college field trips, Avid information & AVID nights, career day to expose students to other possibilities/goals, family nights in literacy and math.</p> <p>The Parent Center will increase parent education activities through classes such as the Latino Literacy and/or Parent Institute for Quality Education (PIQUE) in order to provide quality parent classes that will assist parents in preparing their children for school success.</p>	<p>We have our committees, but were unable to have a lot of parent participation in workshops and trainings due to Distance Learning.</p> <p>Parent and Teacher interactions increased during the pandemic due to e-mails, class dojo, remind, Google Meets, Zoom.</p> <p>Counselors did provide weekly college features.</p> <p>Counselors provided weekly coffee hour.</p>	<p>Due to pandemic in person parent meetings, career days did not occur.</p> <p>Our Community Assistants took another job opportunity. We will need to rehire.</p> <p>We haven't calendared AVID parent nights due to time constraints.</p>	<p>Home visits from community liaisons (get more people to replace liaisons). Continue 1 parent meeting per trimester. At least 1 community liaison, preferably 2. Additional comp time for teachers to have home visits. Continue sending parents to conferences like CAFE. Field Trips (virtual if needed) Continue family AVID and literacy nights Keep the parent institute and PIQUE (Latino residency) Keep all strategies.</p>

Consultation/Collaboration (Does not include Teacher Outreach)

Comprehensive School Profile Data:

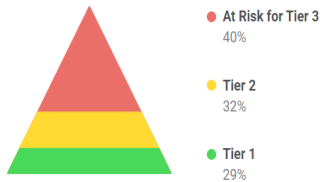
King School Continuous Improvement: Decision Making Model -- Essential Questions

Related to SPSA Goal 1-Student Achievement

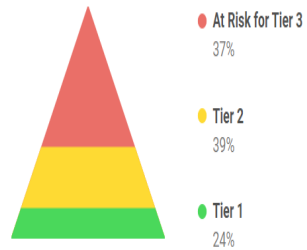
(Many of the actions that were stated in last year's DMM here sidebared due to COVID 19 Pandemic and the fact that we did not return until April 30, 2021 in Person. Distance learning has caused some previous mentioned strategies to be on hold.)

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---																	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation																
Do I know where I am?	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am? Why? What Data supports this?	Do I know what I need to do to get where I want to be? Strategies?	Do I know what I need to do to assure that what I do works? Staff or Resources?	Do I know what I need to do to confirm what I do works? Data to collect?																
Academic Progress SBAC ELA Met/Exceed Standard <table><tr><td>2016</td><td>24.00%</td></tr><tr><td>2017</td><td>30.91%</td></tr><tr><td>2018</td><td>35.01%</td></tr><tr><td>2019</td><td>33.85%</td></tr></table> SBAC Math Met/Exceed Standard <table><tr><td>2016</td><td>19.00%</td></tr><tr><td>2017</td><td>23.16%</td></tr><tr><td>2018</td><td>24.60%</td></tr><tr><td>2019</td><td>19.84%</td></tr></table>	2016	24.00%	2017	30.91%	2018	35.01%	2019	33.85%	2016	19.00%	2017	23.16%	2018	24.60%	2019	19.84%	There was a decrease of students meeting grade level based on i-Ready. We did not grow 10% like we wanted.	Covid-19 Pandemic has presented many challenges in student engagement and instruction was virtual from March 2019 to April 30, 2021. Monitoring EL progress is challenging because of split between AP duties and EL coordinator. Inconsistency of interventions for math.	Provide teachers with professional learning opportunities and collaboration time to support and address the unfinished teaching and learning. Coaching and Lesson Designing to address the rigor and equity. Further implementation of AVID WICOR and college & career readiness strategies. Professional development in	Calendar monthly trainings and budget for additional compensation Schedule regular monitoring of students throughout the year. Schedule bi-weekly meetings with Bilingual Aides Monitor the coaching schedule Budget for additional classroom support.	Collect rubrics, data, classroom visit logs/forms i-Ready Data and STAR/Diagnostics Reading diagnostics, e.g. running records/IRIs Pre and post interventions and each reporting period PLC Agendas Coaching logs
2016	24.00%																				
2017	30.91%																				
2018	35.01%																				
2019	33.85%																				
2016	19.00%																				
2017	23.16%																				
2018	24.60%																				
2019	19.84%																				

i-Ready Reading



i-Ready Math



The median percent progress towards Typical Growth for this school is 61%. Typical growth is the average annual growth for a student at their grade and placement level.

Median Progress towards Typical Growth is 61%.

EL Progress

ELPAC Performance Level

Level 1	11.62
Level 2	39.14
Level 3	42.81
Level 4	6.42

Ongoing daily coaching/PD in the area of Math and Literacy is needed

Lack of routines/practices at home

Transportation

Need of additional parent mentoring from Community Assistant

Designated and Integrated ELD strategies, intervention and after-school tutoring, resources to support EL (bilingual paraprofessionals and instructional materials) monitoring student progress, and training for ELPAC

Professional development, supplemental resources (including interactive technology and web-based supplemental resources Accelerated Reader/ST Math to augment UOS, and instructional strategies on differentiation and intervention (afterschool tutoring & small group instruction, etc.) in the areas of math and reading

Instructional Assists 2-3.5 hour.
Bilingual Assistants-1-3.5 hour
1-5 hour

Master EL schedule

Referrals for students not meeting benchmarks

Parent and Student Academic conferences 1 per Trimester.

Lesson plans

Reclassification Rate

2016	13.20
2017	20.40
2018	18.30
2019	15.10
2020	24.10

EL Progress Indicator
42.9%

As Related to SPSA Goal 2-Safe and Healthy Learning Environment/School Climate

(Many of the actions that were stated in last year's DMM here sidebared due to COVID 19 Pandemic and the fact that we did not return until April 30, 2021 in Person. Distance learning has caused some previous mentioned strategies to be on hold.)

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
Suspensions Currently=17(Jan.) 2018=22 2017=14 2016=21 Suspensions 2016=2% 2017=1% 2018=2% 2019=3% 2020=1.7% Chronic Absenteeism 2017=12.6% 2018=11.2% 2019=12.7% 2020=12.8%(MARCH) 2021=20.8% SSTs-20	Decrease suspensions from 2% to 1%. Not an issue with students not in person learning. Target is below <10% Gap: .5% Due to the COVID 19 Pandemic the Chronic Absentees increased.	Covid 19 Pandemic	Return to in person learning	Summer Learning Academy –Invite students Parent Learning Workshops Teacher Additional Compensation to provide workshops.	Pre and Post assessments Surveys

Referrals-(Based on Synergy) 2016-17=347 ref. 2017-18=210 ref. 2018-19=291 ref.					
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As Related to SPSA Goal 3-Meaningful Partnerships with Parents

(Many of the actions that were stated in last year's DMM here sidebared due to COVID 19 Pandemic and the fact that we did not return until April 30, 2021 in Person. Distance learning has caused some previous mentioned strategies to be on hold.)

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
Do I know where I am?	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
<p>Data Points https://341289521-atari-embeds.googleusercontent.com/</p> <p>24 Parent Coffee Hour sessions Held</p> <p>On average 5-7 Parents who participated in PCH virtually each session</p> <p>671 Parent Conferences/Outreach (Via Phone) by Counselors (Does not</p>	<p>We have a core group of parents that attend the parent meetings, but we need to grow.</p> <p>Goal would be to have monthly Parent and Student trainings.</p>	<p>Parents and Students were overwhelmed with Distance Learning this school year.</p> <p>Parent schedules don't align.</p> <p>Teachers were tired.</p> <p>We had 2 community assistants and 2 counselors to help with parent engagement. Still had the same core of parents attending.</p>	<p>Provide and promote parent activities to encourage participation at school (workshops, trainings, SSC/ELAC/PTO committees, community outreach and classroom support), parent conferences through providing a liaison at the community center (Medical Center, Police dept., etc.) to act as a bridge, seek out outside resources to help families</p>	<p>Community Assistant To run parent center</p> <p>Counselors to collaborate</p> <p>Coaches to collaborate</p>	<p>Agendas</p> <p>Sign in sheets</p>

include Teacher Outreach) 20 Parent Meetings Held with Counselors for Consultation/Collaboration (Does not include Teacher Outreach)			Increase parent and student engagement through college and career readiness activities, such as college field trips, Avid information & AVID nights, career day to expose students to other possibilities/goals, family nights in literacy and math		
---	--	--	---	--	--

School Plan

What strategies are working or not?

CONNIE FABIAN MAR 23, 2021 06:04PM

Student Achievement Goal(This addresses ELA, Math, Science)

ANONYMOUS MAY 12, 2021 04:40AM

Strategy 1: Look at the writing again and align with Benchmark Advance

Strategy 2: Keep it and try to get teachers who haven't attended the training to do the training

Strategy 3: Keep it the same

Strategy 4: Needs to be updated

Strategy 5: Hire more intervention teachers

Strategy 6: Keep it

Strategy 7: Keep it

Strategy 8: Keep it and hire more tk teachers if possible. Huge difference with kids who attended tk entering kindergarten

Strategy 9: ?

School Climate(This addresses attendance, behaviors, engagement activities)

ANONYMOUS MAR 23, 2021 09:33PM

Strategy #3

- would like to keep the YMCA/CHESS team, etc. extracurricular funding

ANONYMOUS MAR 23, 2021 09:30PM

Strategy #2

Keep strategy

-Cont. using technology to communicate & meet with parents

-Keep up with calls to chronically absent students

ANONYMOUS MAR 23, 2021 09:28PM

Strategy #1 -Keep

-PBIS

-Positive Intervention PD - Esp. for new teachers

-Incentive programs

-COVID-19 Safety plan

-ADD - Allocating time to rebuild student/school community connections

Meaningful Partnerships (This addresses parent and community)

SUZANNE SIMPSON MAR 23, 2021 09:31PM

Keep All

Home visits from community liaisons (get more people to replace liaisons).

Continue 1 parent meeting per trimester.

At least 1 community liaison, preferably 2.

Additional comp time for teachers to have home visits.

Continue sending parents to conferences like CABA.

Field Trips (virtual if needed)

Continue family AVID and literacy nights

Keep the parent institute and PIQUE

(Latino residency)

Keep all strategies.

THANK YOU!!!

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



1030

Enrollment

37.0%



EL

0.9%

FOS

1.7%

HOM

91.2%



SED

10.7%

SWD

93.7%



UPC

Winter

Academics



Participation

98%

ELA: K-11

On-Track

28%

Percent



Participation

99%

Math: K-8

On-Track

23%

Percent



Participation

(Blank)

MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



English Learners

ELPAC IA

93%

Percent GL Tested

ELPAC IA

62

Total Tested

Reclassification



RFEP ● Complete ● Eligible

Curriculum:

Tests Administered Through January

Benchmark

1360

Total Test Count

Ready Class

1591

Total Test Count

Saavas

335

Total Test Count



Plus Survey

School Climate

11.1%

88.9%

17.6%

82.4%



At my school, there is a teacher or other adult who really cares about me.

I feel like I am part of this school.

December

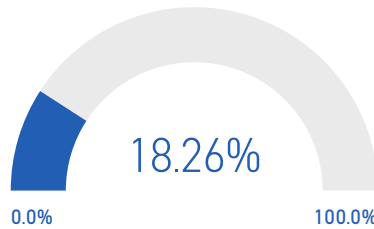
Engagement



CWA

33

Parent Outreach



Chronic Absenteeism

Enrollment

school search

King Elementary

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

21

Dec-Jan change

01-Aug

1032

Enrollment

06-Jan

1032

Enrollment

02-Sep

1022

Enrollment

03-Oct

1032

Enrollment

04-Nov

1031

Enrollment

05-Dec

1030

Enrollment

SUSD RA v1.1

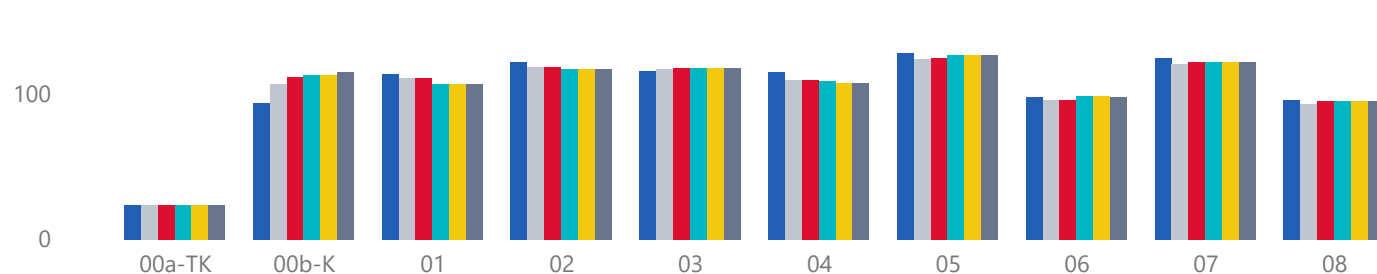
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

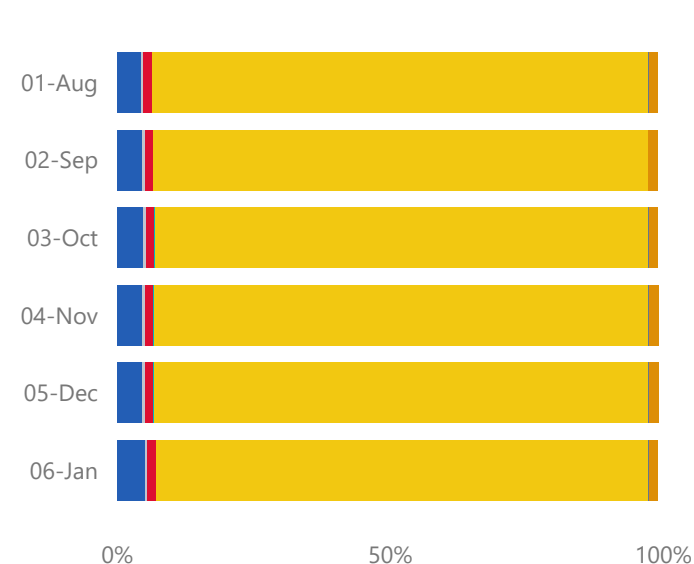
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



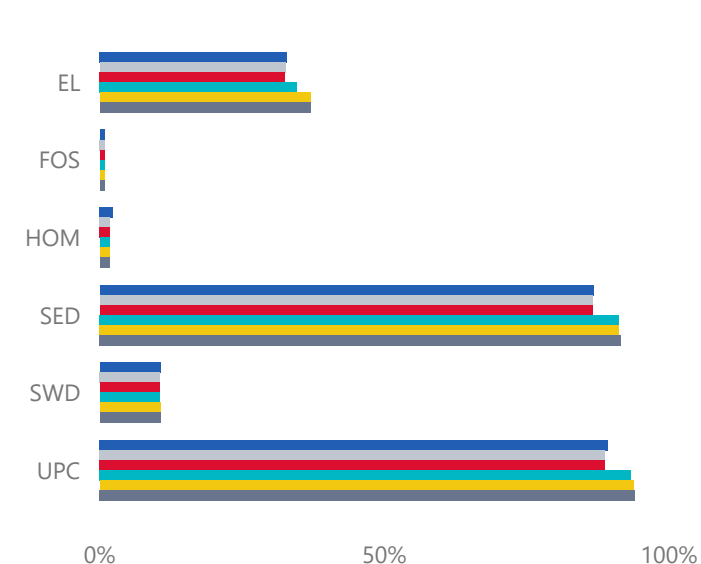
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

King Elementary

Month

All

2020-2021

Connections

Rate Change:
Chronic Abs

0

Nov - Dec change

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

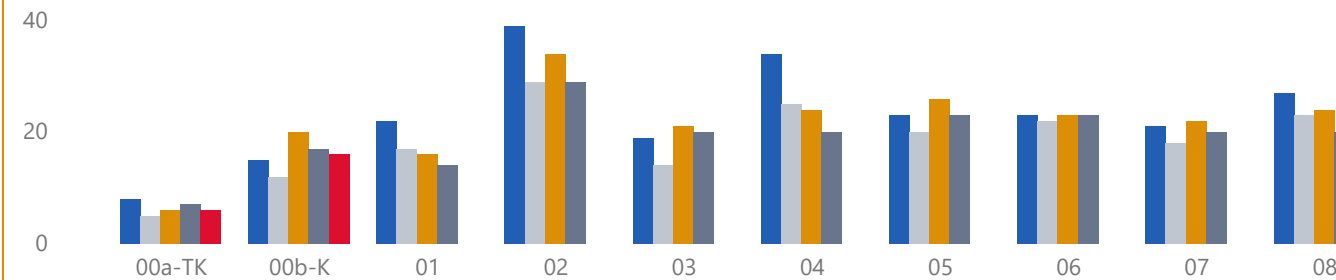
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

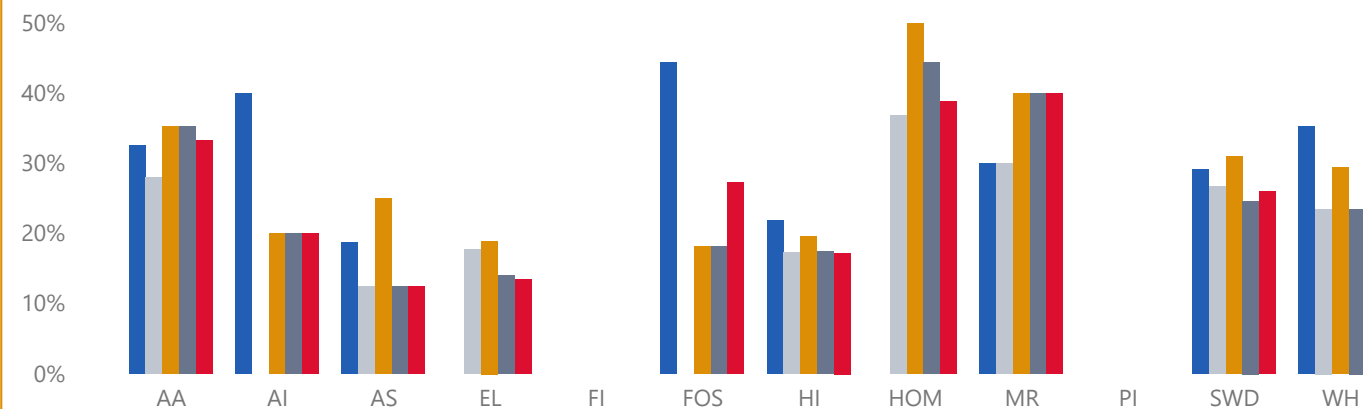
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



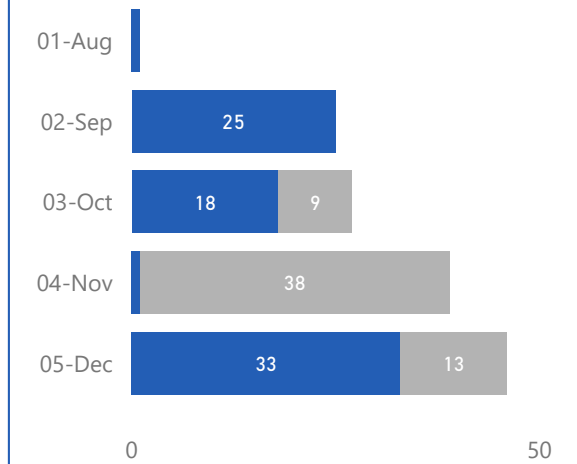
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!

Participation

95%

Fall

98%

Winter

Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

- On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.
- Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.
- No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

30%

Fall

28%

Winter

Spring

2+ Below

48%

Fall

45%

Winter

Spring

No Gro...

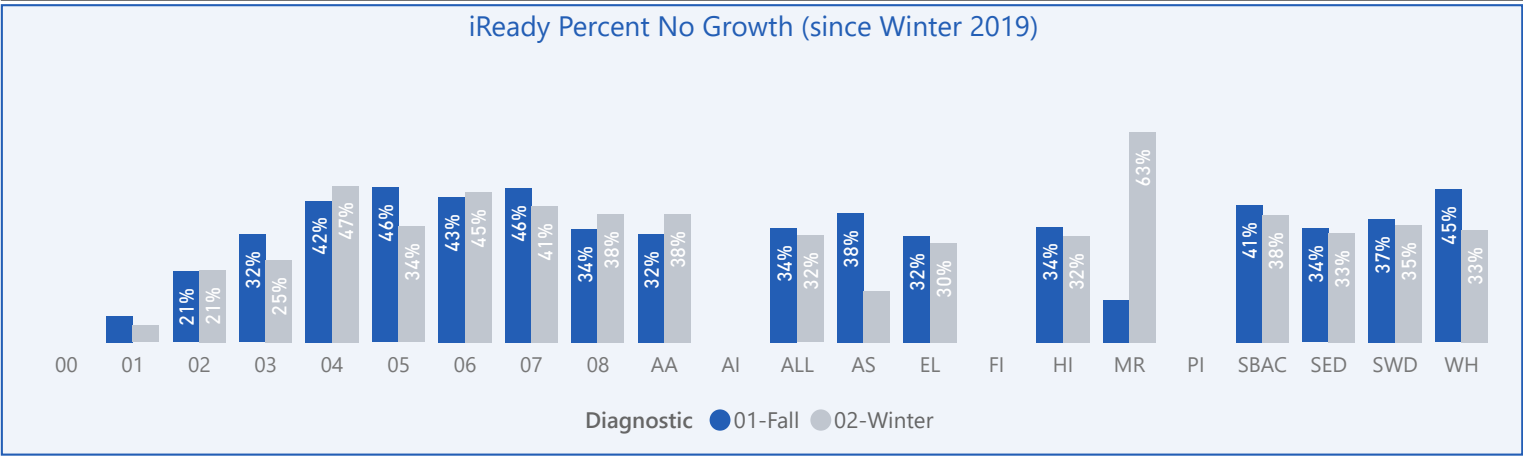
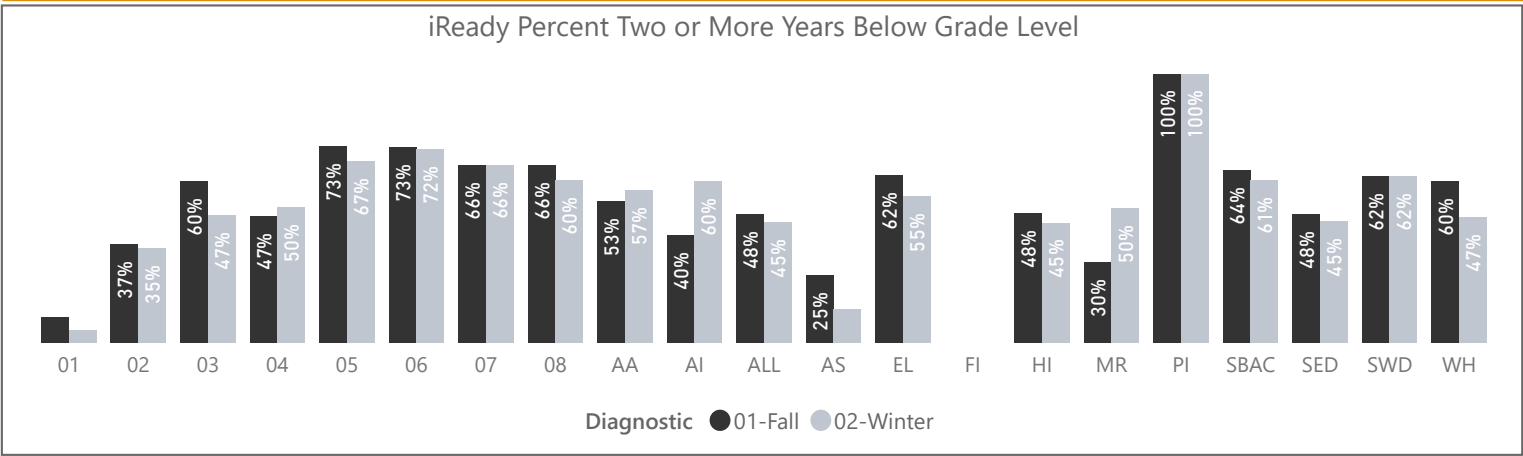
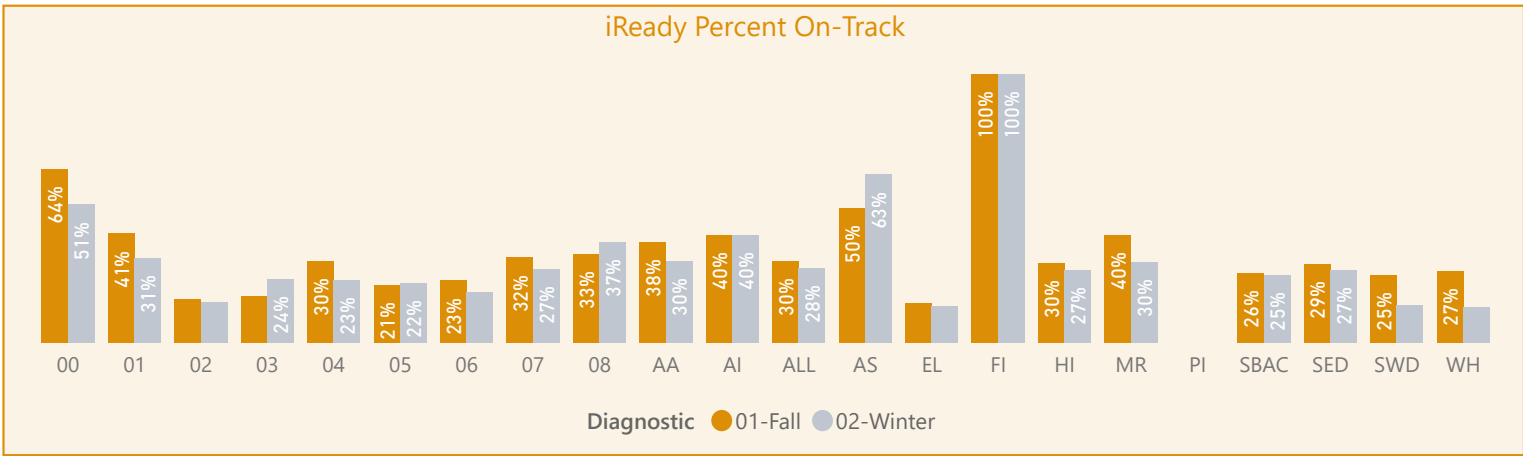
34%

All

32%

Winter

Spring

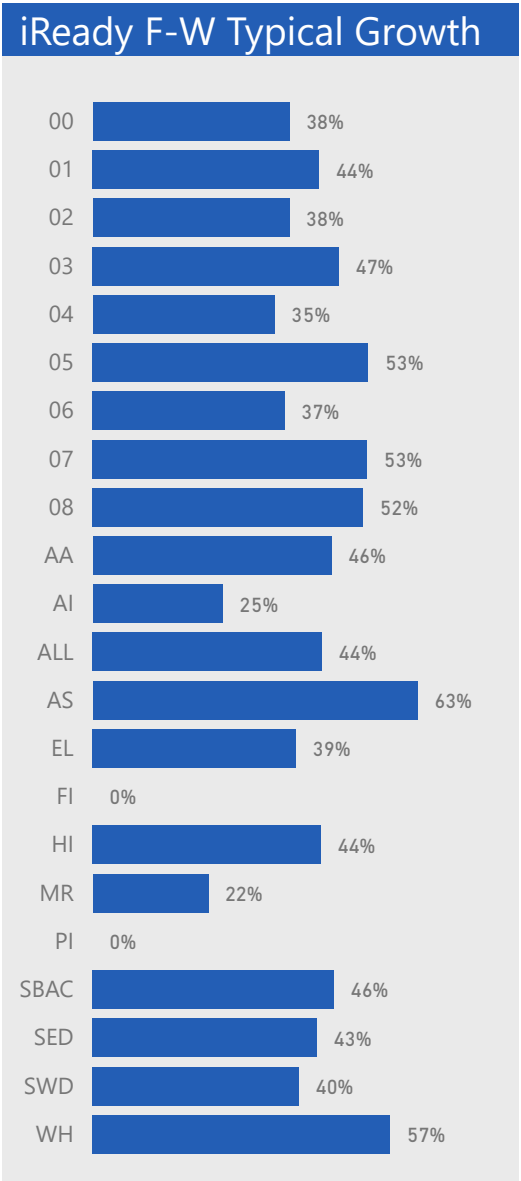


F-W Growth

44%

All

F-S Growth



Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

1591

Total Test Count

Saavas

335

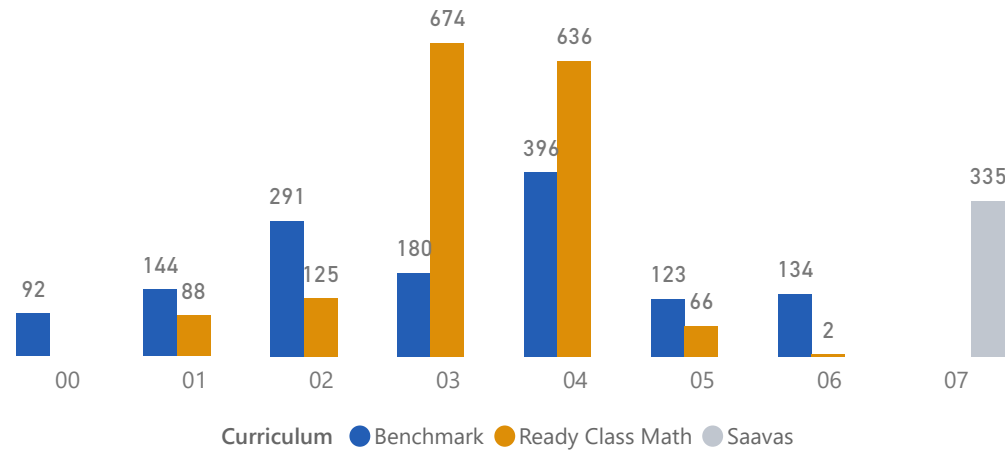
Total Test Count

Benchmark

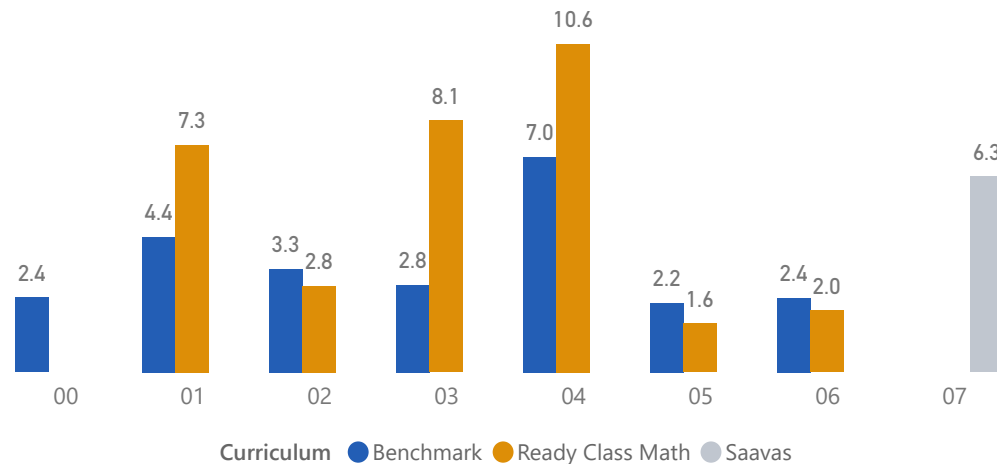
1360

Total Test Count

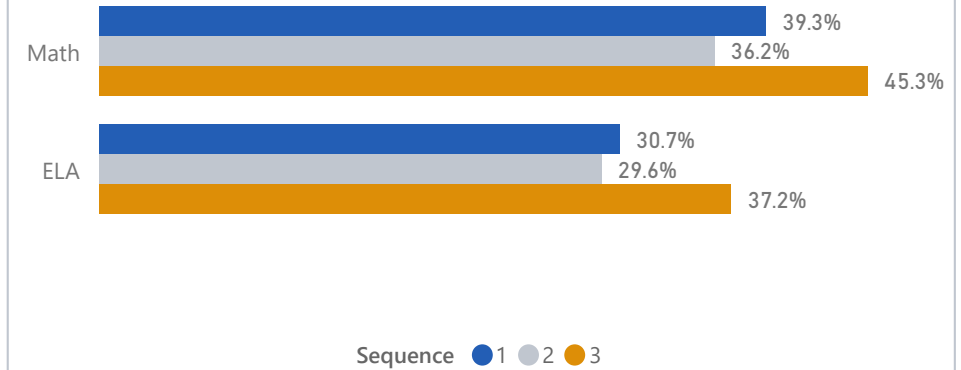
Curriculum: Test Count



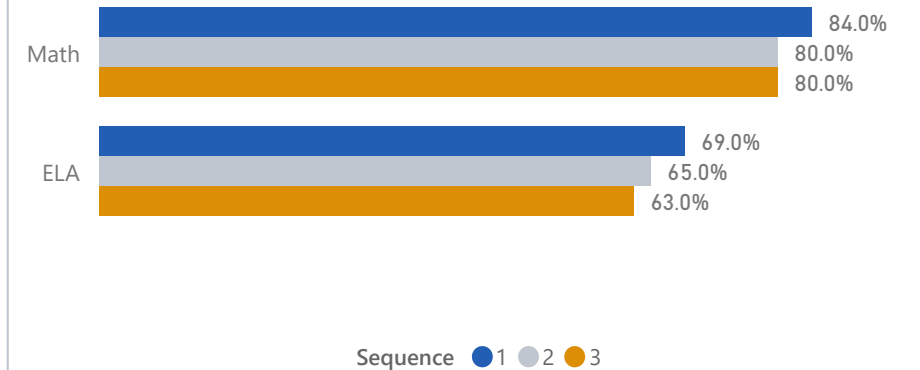
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

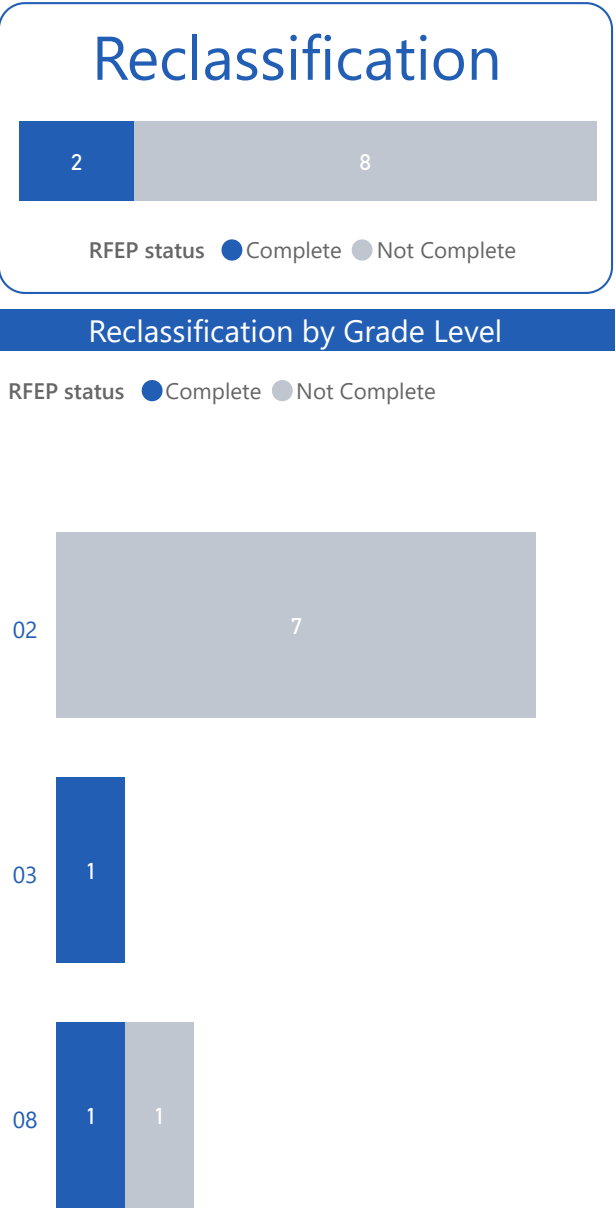
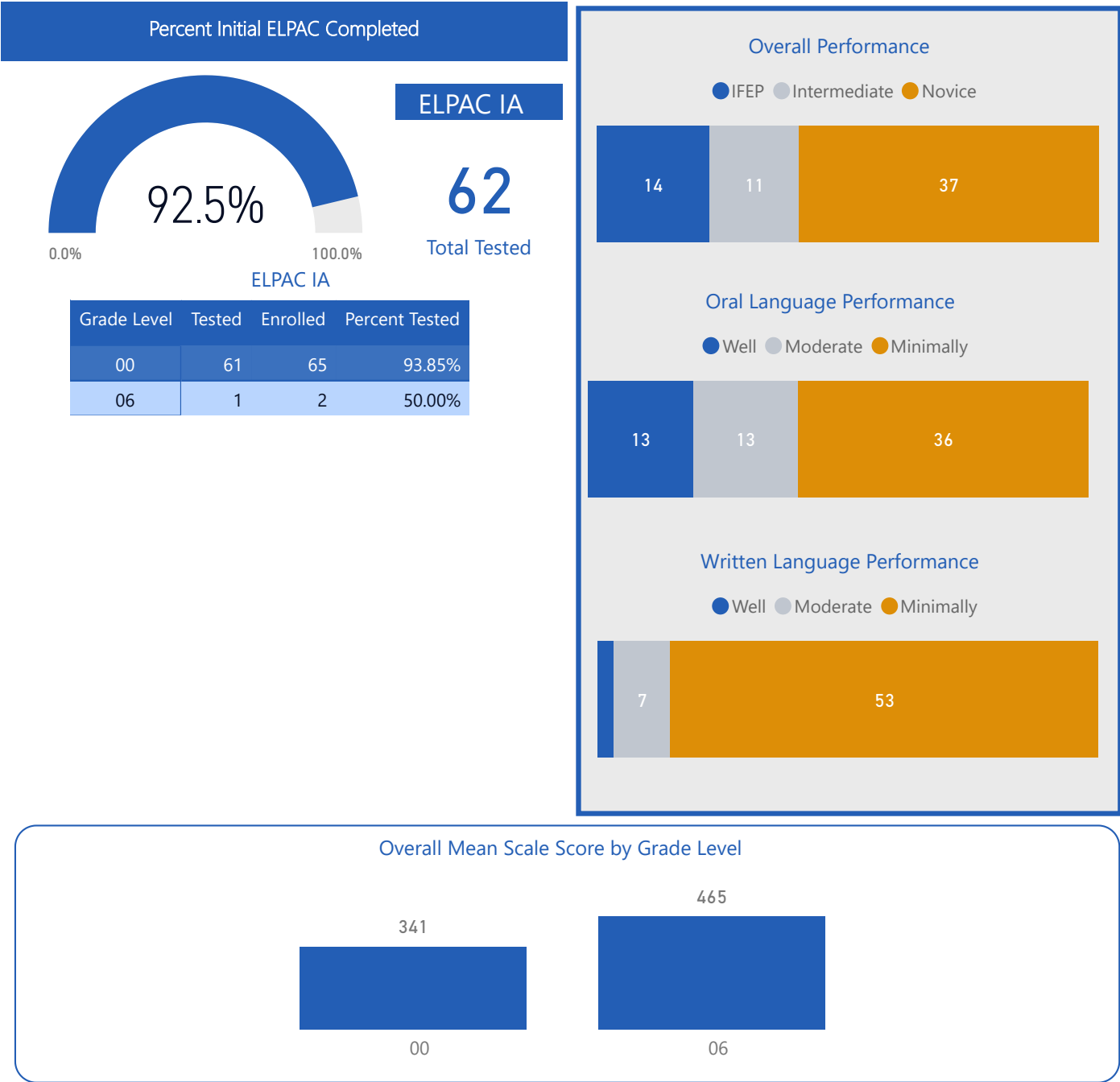
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner**.

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligible:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

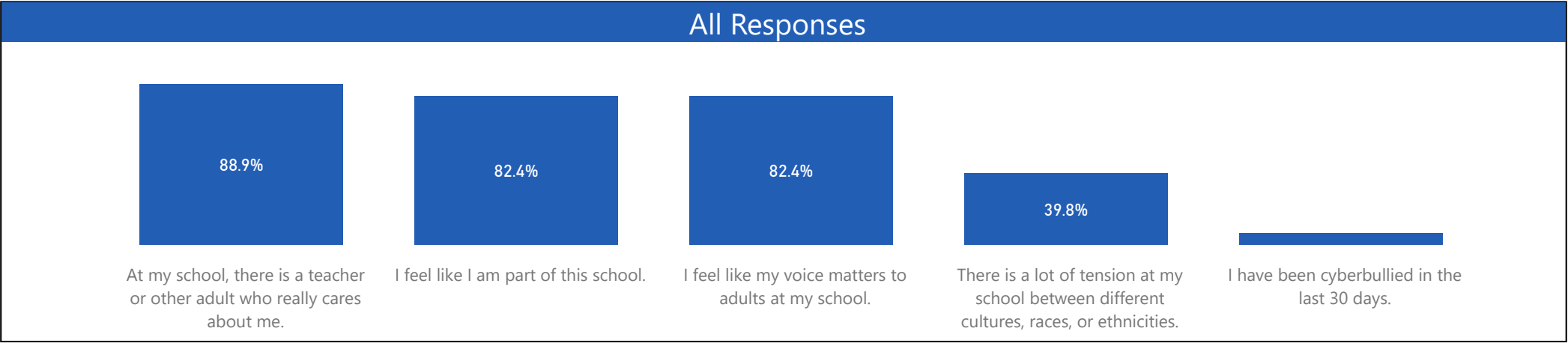


Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

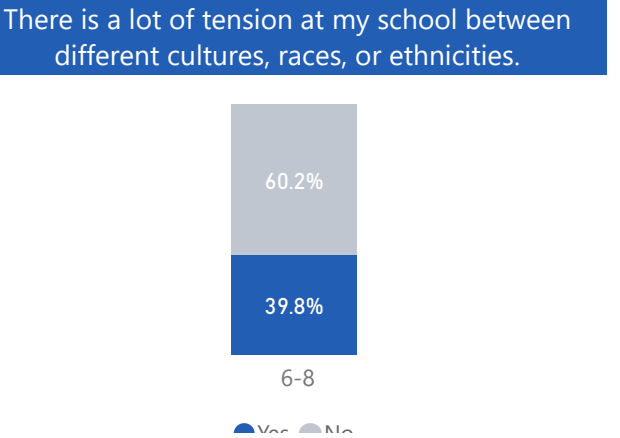
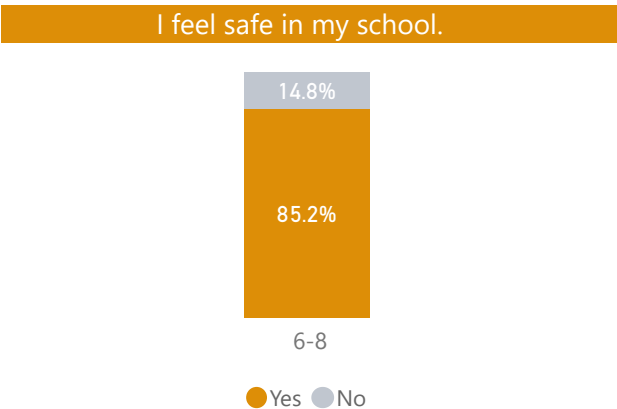
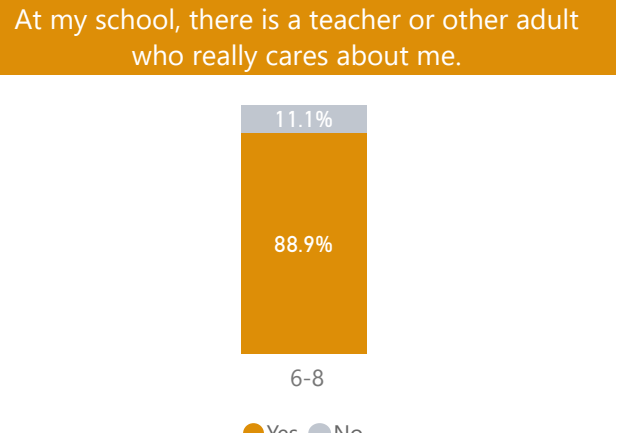
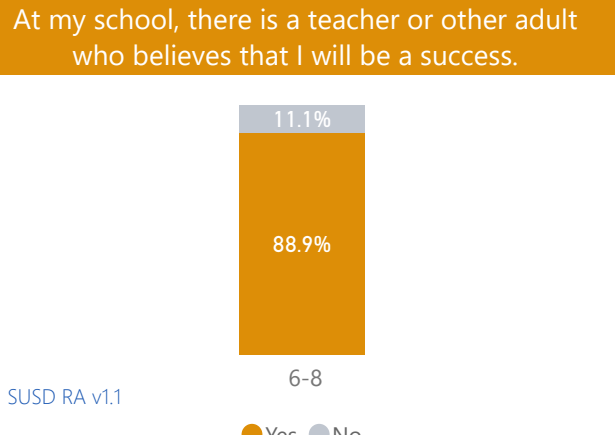
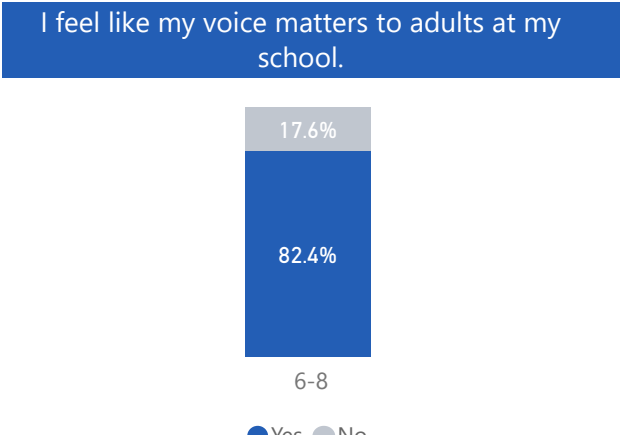
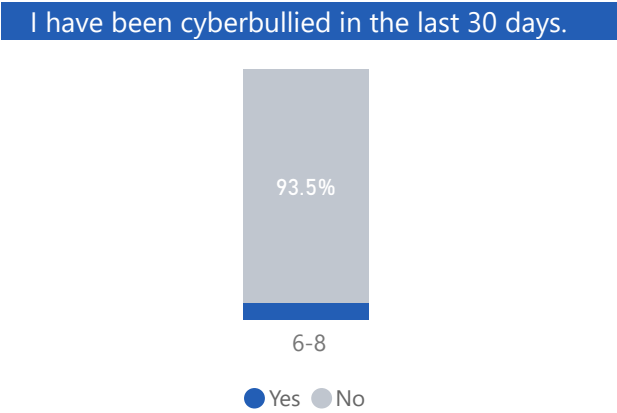
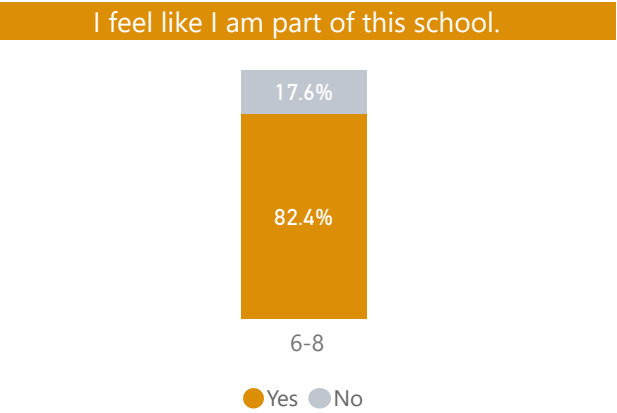
Navigation: NA

Source: Student Support Services - PLUS program

Frequency: Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



Count	Count	Count
(Bla...	108	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12



Grade Distribution and Term

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)

* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

* All: all credits attempted were earned

* Half: more than half of credits attempted were earned

* Less than half: less than half of credits attempted were earned

* None: no attempted credits were earned

***MDTP** (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as **Near/Ready:** Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; **Source:** Research; IS, Synergy
Frequency: Reports are updated after at end of term, test: **Updated: January 2021**

Participation Fall

Near/Ready

(Blank)

Percent

(Blank)

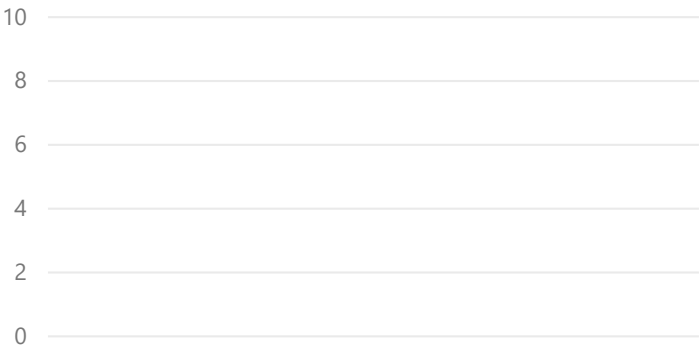
All

MDTP: Fall Diagnostic

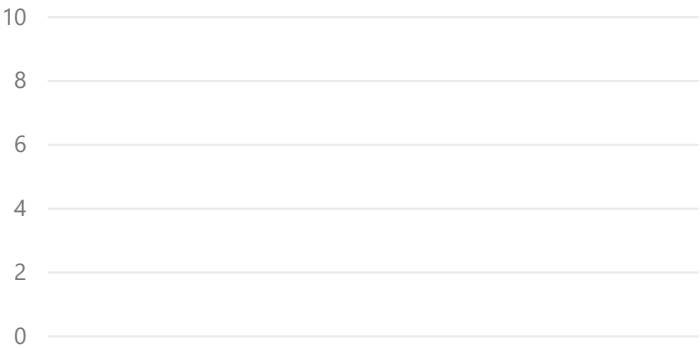
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Feedback Suggestions Comments
Questions Ideas

Share your thoughts with our team!

Participation

96%

Fall

99%

Winter

Spring

On Track

25%

Fall

23%

Winter

Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:**

January 2021 - winter.

High School Data Currently Not

Reported

SUSD RA v1.1

2+ Below

43%

Fall

37%

Winter

Spring

No Gro...

39%

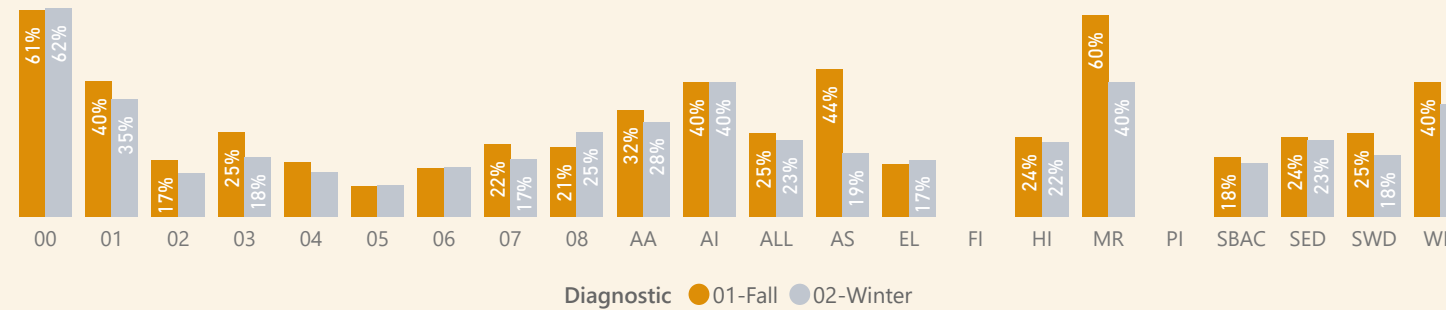
All

29%

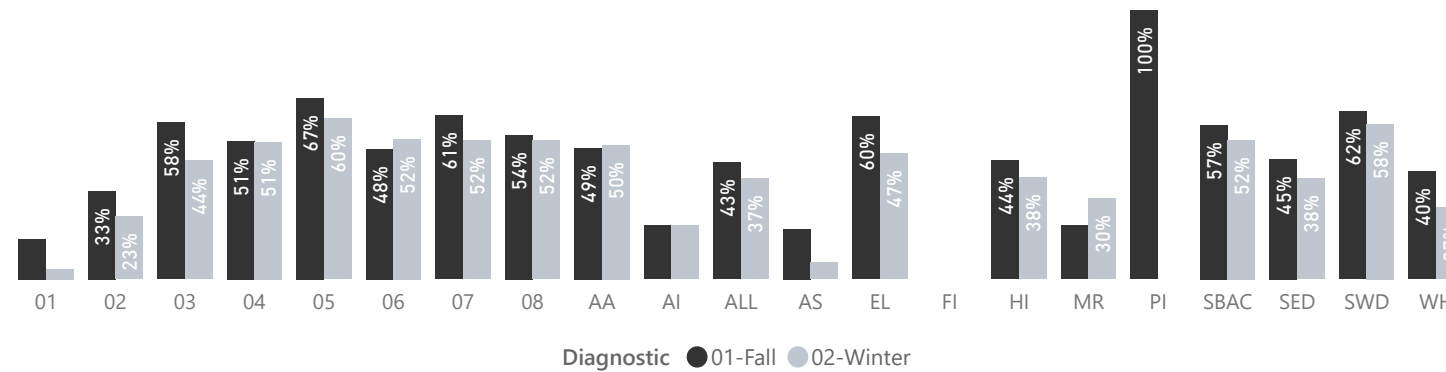
Winter

Spring

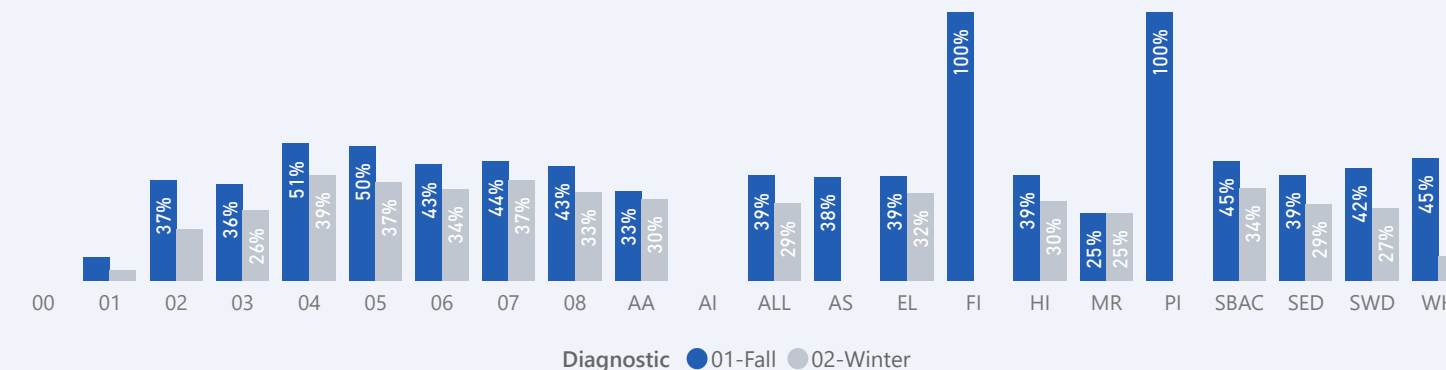
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



iReady Percent No Growth (since Winter 2019)



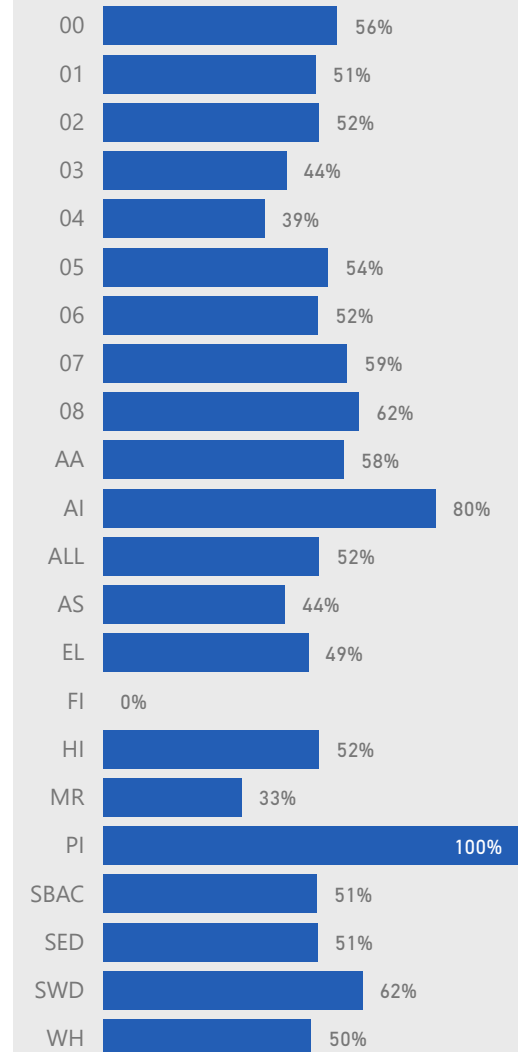
F-W Growth

52%

All

F-S Growth

iReady F-W Typical Growth



Recommendations and Assurances:

Site Name: King Elementary

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Learner Parent Involvement Committee	<u>1/20/21 and 5/12/2021</u> Date of Meeting
Other committees established by the school or district (list):	<u>Leadership Team 3/23/21</u> Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May28, 2021
Date of Meeting

Attested:

Connie M. Fabian
Typed Name of School Principal


Signature of School Principal

6-4-2021
Date